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ABSTRACT

Volume 8 of the newslettter for teachers of foreign language in elementary schools (FLES) features these articles: "The Teacher's Voice: Action Research in Your Classroom" (Anna Uhl Chamot); "Teacher Preparation: Using Videotapes in a Teaching Practicum" (Gisela Ernst, Kerri J. Richard); and "Hawaiian Language Immersion: Lessons from a Six-Year Study" (Helen B. Slaughter, Morris K. Lai). The second number also contains a planning form for classroom research and a questionnaire for newsletter recipients concerning national foreign language standards for grades K-4. Professional notes and announcements, legislative notes, fellowship announcements, conference calendars, and reviews of instructional materials are also included in each issue. (MSE)

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FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 8, Number 1 Fall 1994

ED 397 673

The Teacher's Voice: Action Research in Your Classroom

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Washington, DC

Elementary school foreign language teachers often have questions about how children learn languages and about what the most effective approaches are to working with children in the language classroom. Frequently they reflect on their own teaching, analyze their students' responses, identify problems or puzzles that need solutions, experiment with different techniques, and evaluate the results of different approaches. If you are this kind of teacher, you may be interested in conducting research in your own classroom. Research involves identifying a question you would like to find an answer to, collecting and analyzing data that may answer the question, and interpreting the results. Action research is research conducted by teachers, often (though not always) in collaboration with others, and which frequently leads to changes in the instructional context (Nunan, 1992).

The purpose of this article is to describe some of the types of research that elementary school foreign language teachers can conduct with their students.

Types of Research

Research can be categorized in a number of ways, though the most usual way is to distinguish between quantitative research, which seeks to answer a question through experimentation and statistical analyses, and qualitative research, which seeks to draw conclusions from careful observation and description of the phenomena observed. Each has advantages and disadvantages. The results of quantitative research are thought to be more generalizable than qualitative research because more objective means of acquiring data have been used. On the other hand, qualitative research is thought to be superior to quantitative methods in capturing the complexity of language (and other) learning because of its focus on naturally occurring rather than experimentally elicited phenomena. It is probably a good idea to view these two types of research as a continuum, ranging from carefully controlled experiments to individual, introspective case studies (Larsen-Freeman & Long, 1991). In addition, it is possible and probably advisable to employ both quantitative and qualitative methods in second language acquisition research. For example, a teacher might conduct observations of her class and interview or test students in order to identify areas of difficulty or gaps in their knowledge. The teacher could then design instructional activities to address the areas identified, and after a period of instruction again interview or test the children to see what impact the instruction had. This type of classroom research would involve both descriptive and quantitative methods. For descriptions of types of classroom research, see Johnson (1992; 1993) and Nunan (1992).

Asking a Research Question

The planning stage of research begins with identifying a question to investigate. Keeping a journal about one's reflections on teaching and learning as a first step in finding a research question has been recommended by a number of researchers (Hatch & Lazaraton, 1991; Johnson & Chen, 1992; Nunan, 1992; Richards & Lockhart, 1994). A journal can record puzzling class episodes, comments by children that reveal their insights into language learning, observations by other teachers about what does and does not work, and topics encountered while reading that suggest further exploration. Keeping a journal not only records ideas and impressions that might otherwise be forgotten, but it is also helpful in exploring ideas and developing insights through the writing process itself (Richards & Lockhart, 1994). Journal entries should be made several times a week in order to capture at least part of the day-to-day interaction of classroom processes and teacher knowledge. By regularly reviewing the journal, teachers can discover a particular area or topic that recurs and that incites curiosity for investigation. Having identified a particular topic, the next step is to develop a question that will guide exploration of it.

Two criteria should be kept in mind when considering possible research questions: the question should be important, not trivial; and the question should be answerable (Nunan, 1992). For example, an important question in a foreign language immersion class would be, "What attitudes do my students have towards the target culture?" An unimportant question for a language classroom would be, "What weekend sports do my students participate in?" —unless, of course, an option is a sport conducted in the target language! Both of these questions are answerable through surveys, structured interviews, and observation. Examples of questions that are difficult if not impossible

(Continued on page 6)

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Notes from the President

As we progress through another academic year, we anticipate and plan for new projects, and we assess the achievements and the challenges of the past. My goals for NNELL these past 12 months were to provide more individuals with active roles in the organization, and to increase the participation of college and university faculty in the organization. We now have ten additional board members who are overseeing important projects in the organization. Each was directed to formulate a committee in order to involve members nationwide who are interested in becoming active in NNELL. The committee chairs and their members are listed in this issue of *FLES News*. If you are interested in filling any of the vacant positions, please contact me immediately. You can look forward to reading progress reports of the committees in future issues.

Prior to this year, the officers and board members met once annually at ACTFL. This year we held the first regional board meetings at the Southern Conference on Language Teaching, the Central States Conference, and the Northeast Conference. We also "met" via teleconference calls. This allowed us to conduct business during the year to meet the immediate needs of the organization.

Another exciting innovation was the decision to change the structure of *FLES News*. This decision will have a direct and positive impact on college and university faculty. *FLES News* has always published high quality articles that have withstood a rigorous review process. We will be formalizing this process so that our publication will be known as a refereed journal. This will encourage more "publish or perish" colleagues to share their important findings with our readership. Let me hasten to add that this will in no way make our publication less readable or less teacher-friendly. We will continue to solicit articles and ideas from practicing teachers who have so much to share concerning the day-to-day delivery of meaningful, concrete FLES lessons. You can read more about this change on page 12 of this issue.

At the 1994 ACTFL meeting in November, Mari Haas will assume the role of president. Her focus will be the teacher as researcher, and we will hear more of her plans for the year to come. The lead article by Anna Chamot in this issue sets the stage for this new initiative.

This has been a fascinating year for me as president of NNELL. I want to express my deepest thanks to the officers and board members for their support. I will continue to be committed to the belief that foreign language is for all children, and I will work hard to insure that children receive the highest quality of instruction possible. Thank you all for the opportunity to serve.

Audrey Heining-Boynton
Foreign Language Education
CB #3500 Peabody Hall
The University of North Carolina at Chapel Hill
Chapel Hill, NC 27599-3500

NNELL Annual Meeting

You are invited to attend the NNELL Annual Meeting at the American Council on the Teaching of Foreign Languages (ACTFL) conference in Atlanta, GA, Saturday, November 19, from 10:00 to 11:15 a.m. in Salon D of the Atlanta Hilton and Towers.

Also plan to attend the NNELL-sponsored Swap Shop Breakfast, Sunday, November 20 from 8:00 to 9:30 a.m. in Ballroom B of the Atlanta Hilton and Towers. The $10 fee for the breakfast should be paid at registration.

FLES† News is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, teaching methods, recent research, and upcoming conferences. *FLES News* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES News is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning (NNELL): *Editor* Marcia Rosenbusch, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. NNELL executive committee members are: *President* Audrey Heining-Boynton, Foreign Language Education, CB #3500 Peabody Hall, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500; *First Vice-President* Mari Haas, Teachers College, Columbia University, 525 W. 120th St., Box 201, New York, NY 10027; *Second Vice-President* Eileen Lorenz, Montgomery County Public Schools, 850 Hungerford Dr., Rockville, MD 20850; *Secretary* Patty Ryerson, Wellington School, 3650 Reed Rd., Columbus, OH 43220; *Treasurer* Sonia Torres-Quiñones, Hunter GT Magnet Elementary, 1018 East Davie St., Raleigh, NC 27601; *Acting Past-President* Carol Ann Pesola, Concordia College, 901 Eighth St. S., Moorhead, MN 56562; *Executive Secretary* Nancy Rhodes, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037; *Membership Secretary* Lupe Hernández-Silva, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

Committee appointments are: *Bylaws* Maureen Regan-Baker, 2120 N. Clark, Chicago, IL 60614; *Membership/publicity* Virginia Gramer, Hinsdale Elementary School, 210 N. Madison, Hinsdale, IL 60512 and Anita LaTorre, 906 Queensbury Circle, Durham, NC 27713; *Political action* Gilda Oran-Saperstein, 3540 Green St., Harrisburg, PA 17110; *Central States Conference representative* Debbie Wilburn, 10157 Alliston Dr., Pickerington, OH 43147; *Pacific Northwest Council representative* Jo Ann Olliphant, 11004 11th St. SW, Tacoma, WA 98498; *Northeast Conference representative* Harriet Barnett, 225 Clinton Ave., Dobbs Ferry, NY 10522; *Southern Conference representative* Carine Feyten, University of South Florida, College of Education, EDU 306H, Tampa, FL 33620-5650; *Southwest Conference representative* Carl Johnson, Texas Education Agency, 1701 N. Congress, Austin, TX 78701.

Contributing editors for the newsletter by topic are: *Classroom activities* Diane Fagin Adler, North Carolina State University, Department of Foreign Languages and Literatures, Box 8106, Raleigh, NC 27695-8106; *Conferences* Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111; *Funding information and new legislation* Joint National Committee for Languages, 300 Eye St., NE, Suite 211, Washington, DC 20002; *International news* Helena Curtain, 10523 W. Hampton Ave., Milwaukee, WI 53225; *Research* Elsa Statzner, 1209-A Central St., Evanston, IL 60201; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *German resources* Cindy Sizemore, 4045 N. Avenida Del Cazador, Tucson, AZ 85718; *Spanish resources* Susan Wolter, 6894 N. Park Manor Dr., Milwaukee, WI 53224; *Teaching methods* Mary Lynn Redmond, Wake Forest University, Department of Education, Box 7266, Reynolda Station, Winston-Salem, NC 27109.

Membership dues for NNELL, which include a subscription to *FLES News* are $12/year ($15 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

FLES News wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES News*, National Network for Early Language Learning, as the source.

†Foreign Language in the Elementary School

Senator Simon Rallies Support for Early Language Learning

Julie E. Inman
National Council for Languages and International Studies
Washington, DC

On April 26, 1994, Senator Paul Simon (D-IL) held a hearing on foreign language instruction in the elementary schools. Senator Simon, a member of the Senate Subcommittee on Education, Arts, and Humanities of the Senate Committee on Labor and Human Resources, called upon business leaders, educators, and elementary students to demonstrate the need for and importance of early language learning.

Senator Simon noted that the consideration of elementary foreign language programs is particularly important because Congress is addressing the reauthorization of the Elementary and Secondary Education Act (ESEA) this year. In his opening remarks, Senator Simon recalled a recent trip to southern Africa, where he observed that, "the elementary school children I met in Botswana had more foreign language training than most American college graduates."

The first witness called to testify was Jeffrey Munks, Director of Marketing and Sales at AT&T Language Line Services and Visiting Fellow at the National Foreign Language Center in Washington, DC. The Language Line provides telephone-based interpretation in more than 140 languages. Mr. Munks noted that only 30% of the AT&T interpreter workforce is American-born. In fact, the demand for competent interpreters is "being met primarily by people from other countries who have come to America with skills in English that far exceed their American counterparts' skills with the target language." He believes it is possible for Americans to develop commensurate language skills if they begin foreign language learning in the elementary schools.

Dr. Rahid Khalidi, a specialist of Middle Eastern Studies at the University of Chicago, echoed Mr. Munk's concerns, advocating the study of languages other than English beginning in kindergarten. Dr. Khalidi noted that his students, who reach the university level with no prior knowledge of a Middle Eastern language, have little hope of developing the fluency required for doctoral research in area studies.

After the need for early language learning was addressed, innovative approaches to elementary language acquisition were demonstrated by two student presentations. The first group of students were part of a two-way immersion program at the Key School in Arlington, VA, and was escorted by their principal, Kathie Panfil. The students discussed in both Spanish and English the prevention and control of environmental contamination. The second group of students, participants in the Japanese immersion program in the Fairfax County Public Schools in Virginia, was accompanied by the Foreign Language Coordinator, Martha Abbott. The third-graders wowed the Senator with the pledge of allegiance in Japanese, followed by an oral and written exercise on fractions in Japanese and a Japanese rendition of "It's A Small World."

These impressive demonstrations were reinforced by the testimony of Dr. Donna Christian, from the Center for Applied Linguistics, by Christine Brown, Chair of the National Foreign Language Standards Project K-12 Task Force, and by Dr. Myriam Met, Advisory Council member of the National Standards in Foreign Language Education Project. All three experts agreed that students who have the opportunity to learn a second language early will have significant cognitive, linguistic, and cultural advantages compared to those children not exposed to foreign language curricula. They also urged the Senator to continue his support in Congress for initiatives and funding that support both elementary and secondary language programs.

After thanking the witnesses for their superb testimony, Senator Simon noted that, "we are the only nation on the face of the earth in which an individual will study French for two years in high school and claim that they are fluent in French. Nowhere else does this happen." Senator Simon is widely regarded as a Congressional leader on international education issues. He served in 1979 as a task force member on the President's Commission on Foreign Languages and International Studies, wrote *The Tongue Tied American: Confronting the Foreign Language Crisis*, and presently serves on the Executive Committee of the House-Senate International Education Study Group.

Position Open for Assistant or Associate Professor

Illinois State University, Normal, IL is seeking a new faculty member with a Ph.D. in Foreign Language Pedagogy or Applied Linguistics and with an emphasis in elementary education. This tenure-track position will be at the assistant or associate level. Teaching experience is required. Proven program development and leadership experience is desired, or strong evidence of potential in these areas. Publications and grant writing experience are preferred. Strong interpersonal and persuasive skills are required and the willingness to travel to visit state officials, principals, and teachers in order to establish and promote the program. To ensure consideration, send letter of application, vita, and three recent letters of recommendation to Alice Berry, Chairperson, Department of Foreign Languages, Campus Box 4300, Illinois State University, Normal, IL 62790-4300 by November 1. Interviews will be held at the ACTFL meeting in Atlanta, GA on November 18-20. Illinois State is an Equal Opportunity/Affirmative Action University encouraging diversity.

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences editor: Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111.

FALL 1994 CONFERENCES

October 21-24: **Advocates for Language Learning Conference.** Hosted by the Washington Metro Chapter of A.L.L. College Park, MD. Pat Burr-Harrison (301-386-1519; FAX 301-386-1565) or Nancy Stakem, President of W.A.L.L. (301-498-0122).

November 3-5: **Midwest Regional TESOL Conference.** Hyatt Regency at Union Station, St. Louis, MO. Co-Sponsors: MidAmerica TESOL, NAFSA Region IV, InterAmerica Midwest Multifunctional Resource Center, and Project INTERACT. Wes Eby, Program Chair, Publications International, 6401 The Paseo, Kansas City, MO 64131 (816-333-7000 ext. 2538; FAX 816-363-8216).

November 18-20: **American Council on the Teaching of Foreign Languages.** Atlanta Hilton and Towers, Atlanta, GA. ACTFL, 6 Executive Plaza, Yonkers, NY 10701-6801 (914-963-8830).

November 19: **Conference on Books in Spanish for Young Readers.** San Diego Convention Center, San Diego, CA. Dr. Isabel Schon, Director, Center for the Study of Books in Spanish for Children and Adolescents, California State University San Marcos, CA 92096-0001 (619-752-4070; FAX 619-752-4073).

SPRING 1995 CONFERENCES

March 2-4: **Southern Conference on Language Teaching with the South Carolina Foreign Language Teacher's Association.** Charleston, SC. Lee Bradley, SCOLT, Valdosta State University, Valdosta, GA 31698 (912-333-7358; FAX 912-333-7389; e-mail: lbradley@grits.valdosta.peach-net.edu).

March 30-April 1: **The International Conference on Standards and Assessment.** Sheraton Imperial, Raleigh-Durham (NC) International Airport. Audrey L. Heining-Boynton, The University of North Carolina at Chapel Hill, 301A Peabody Hall, Chapel Hill, NC 27599-3500 (919-966-3291).

March 30-April 2: **Central States Conference on the Teaching of Foreign Languages.** Denver, CO. Jody Thrush, Executive Director, Central States Conference, 3550 Anderson St., Madison, WI 53704 (608-246-6573).

April 5-8: **Northeast Conference on the Teaching of Foreign Languages.** New York, NY. Northeast Conference Information, St. Michael's College, 29 Ethan Allen Ave., Colchester, VT 05446 (802-655-0558).

Conferences Editor: Susan Walker

NEH 1994 Summer Fellowship Recipients Announced

The National Endowment for the Humanities Fellowship Program Foreign Language Teachers K-12 awarded 66 summer fellowships in 1994. Among the recipients are 14 elementary school teachers whose addresses, project topics, and country of study are listed below. You may contact fellowship recipients for more information about their projects or about participation in the NEH Fellowship Program.

Nancy Allchin, Reynold's Lane Elementary School, 840 Reynold's Lane, Jacksonville, FL 32254 (904-381-3960). *Study of Guatemalan Life and Culture.* Guatemala.

Jan Curtis, Calistoga Elementary School, 1327 Berry Street, Calistoga, CA 94515 (707-942-4398). *Faces and Places: Zamora and Calistoga.* Mexico.

Janet Glass, Dwight Englewood School/Bede Lower School, 315 E. Palisade Avenue, Englewood, NJ 07631 (201-569-9500). *Children's Games in Mexico.* Mexico.

Bambi Goodwin, Central and Lincoln Elementary Schools, 201 15th Street, Bemidji, MN 56601 (218-759-3188). *Study of Ojibwe Language and Art.* Canada.

Elizabeth Hollis, Bartow Elementary School, 1804 Stratford Street, Savannah, GA 31401 (912-651-7331). *Spanish Games, Rhymes, Songs and Stories to K-5 Spanish.* Spain.

Holly Johnson, Clark County Public Schools/KLVX Channel 10, 601 North Ninth, Las Vegas, NV 89101 (702-799-8404). *Use of Television Technology in French Language Education.* France.

Betty Kee, Eastlawn Elementary, 502 North Graham-Hopedale Road, Burlington, NC 27215 (919-570-6180). *A Filament of Paraguayan Culture: ÑANDUTI.* Paraguay.

Mildred Lynk, Herbert Spence Elementary School, 214 North Lavergne Avenue, Chicago, IL 60644 (312-534-6150). *A Study of German Folk Tales.* Germany.

Nancy Marotta, Oak Manor Elementary School, 400 Oak Manor Drive, Ukiah, CA 95482 (707-463-5249). *Latin American Children's Literature.* Argentina.

Cynthia Peirce, Buena Vista Immersion Elementary School, 2641 25th Street, San Francisco, CA 94110 (415-695-5875). *African-Mexican Culture.* Mexico.

Tamara Stuckey, Hamilton Park Pacesetter Elementary, 8301 Towns, Dallas, TX 75243 (214-699-2380). *Children's Music of Costa Rica.* Costa Rica.

Karen Terhaar, Language Immersion School, 3730 Toledo Drive, Robbinsdale, MN 55422 (612-521-6927). *Spanish Children's Literature.* Spain.

Sonia Torres-Quiñones, Hunter GT Magnet Elementary, 1018 East Davie Street, Raleigh, NC 27601 (919-856-7676). *Traditional Songs and Dances for K-5 Spanish.* Spain.

Armelle Webster, The Country School, 341 Opening Hill Road, Madison, CT 06443 (203-421-3113). *William the Conqueror & the Bayeux Tapestry.* France and England.

(Continued on page 5)

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES News *by sending a description in the following format: title, objective, materials, and procedure. You may include pictures or drawings as illustrations. Send with your name, address, and telephone number to the Classroom Activities editor: Diane Fagin Adler, North Carolina State University, Department of Foreign Languages & Literatures, Box 8106, Raleigh, NC 27695-8106.*

Title: **Car Wash**

Objective: Development of proper greetings/introductions, practice in saying names.

Procedure: Line up the class in two parallel lines facing each other and demonstrate the activity by moving alternately from one line to the other, offering a greeting in the target language (in this case, French, which also involves a cultural aside of the proper French handshake to accompany the greeting) along with the person's name. Once a student has been greeted, he/she greets you (the teacher) in return. (After the initial demonstration, this is all student to student interchange.) To continue, move on to the next student in the opposite line. As you make your way down the receiving lines, you must recall everyone's name learned earlier in class. Should you make a mistake, the individual student corrects the mistake and you repeat the interchange with the correct information. After three or four individuals have been greeted, the next person at the head of the line starts, following the same procedure, and then the head of the opposite line starts. As you (the teacher) come to the end of the line and speak to the last student, fall into line, and wait to be greeted by the others as they proceed past. All the time, the line has been moving upward and along. This continues until all have had a turn and end up in their original positions.

This is particularly effective as an icebreaker at the beginning of the school term and to help students become more familiar with one another in class. A variation might include replacing the normal verbal salutation with a word of departure using the individual's name. Another variation might involve designating those in the receiving line with various titles (Mr., Mrs., Dr.) so that different registers would be required, or sending two people down the line, one introducing the other (Madame, may I present my cousin Jean?). The same physical line-up would be convenient for quick and effective exchange of all sorts of information, student to student, at any age level.

Contributor: Alan Wax
McGugan Junior High School
Oak Lawn, IL

Classroom Activities Editor: Diane Fagin Adler

Faculty Position Available in Japanese and Education

The School of Education and The College of Arts and Sciences at the University of North Carolina at Chapel Hill invite applications for a tenure-track faculty position in education and Japanese to begin July 1, 1995. The successful candidate will demonstrate a superior rating in Japanese on the ACTFL Oral Proficiency Interview. Applicants must have a Ph.D., preferably in foreign language pedagogy. This position involves the development of the Japanese language K-12 certification program at UNC-CH as well as assisting with foreign language methodology classes, and developing and teaching Japanese language courses. Preference will be given to individuals with a current teaching certificate. Applicants should send to the address listed below, a curriculum vita with a cover letter that describes their approach to language pedagogy and four letters of reference by January 1, 1995. Preliminary interviews will be held at the ACTFL meeting in Atlanta, November 18-20, 1994. Please direct all correspondence to: Audrey Heining-Boynton, CB #3500 Peabody Hall, School of Education, The University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500 (919-966-3291).

Early and Late Immersion Positions Open

Katoh Gakuen, a private Japanese school located at the foot of Mt. Fuji with approximately 4,000 students (Pre-K–junior college) on three campuses, is accepting applications for teachers in its elementary school English immersion program. Now in its third year, this is the first program of its kind in Japan and it is modeled after the North American immersion programs. Strong ESL or FLES background and some Japanese ability is helpful but not required. We are also seeking an Immersion Teacher/Coordinator for our late immersion junior and senior high school program. Experience in curriculum development, program administration, and staff development are necessary. Japanese language and experience living abroad are helpful but not required. Deadline: Open. Qualified and experienced candidates are invited to write to: Mike Bostwick, Program Director, Katoh Schools, 1979 Jiyugaoka, Ooka, Numazu, Shizuoka, 410 Japan (FAX 81-559-25-4316).

NEH 1994 Summer *from page 4*

Begin now to plan your project for the 1996 summer fellowships. Applications will be due in October 1995. For information and an application form, contact Naima Gherbi, Associate Program Director, NEH Fellowship Program for Foreign Language Teachers K-12. Connecticut College, 270 Mohegan Avenue, New London, CT 06320 (203-439-2292).

to answer are, "What level of proficiency will each of my students reach after six years of immersion study?" or "What is the best teaching method for all students?" These questions introduce multiple variables which are difficult to analyze, much less generalize, as there would likely be more than one plausible answer to each question.

The following possible research questions are suggested as examples that could guide action research in an elementary school foreign language classroom:

- What themes or content topics are most interesting to children at particular grade levels?
- What interlanguage features characterize children's L2 (second language) at different points in instructional time?
- What differences exist between successful and less successful language learners in these area(s)? Select one or two only: (a) attitudes towards the target language and culture; (b) access to/use of L2 outside of school (e.g., parents, community, television); (c) use of appropriate language learning strategies; (d) level of achievement in L1 (first language) language arts; (e) transfer of knowledge, skills, or strategies from L1; (f) level of self-confidence in own language learning ability.
- What are students' reactions to/acceptance of particular instructional techniques (e.g., cooperative learning, information gap activities, instruction in learning strategies, grammar explanation and practice, Total Physical Response, teaching to different learning styles)?
- What types of assessment measures (e.g., oral interviews, role plays, multiple choice, cloze exercises, writing samples, portfolios) are best suited for assessing children's language proficiency in a particular area or in general?

Before undertaking classroom research, it is useful to know if others have already researched the topic and, if so, what methods they used and the results of their investigations. Therefore, as research topics and possible questions are explored, concurrent reading of related literature is recommended as a way to clarify ideas and sharpen the proposed research focus. Finding out about research that has already been undertaken in the area of interest can provide information about research design, data collection instruments, methods of analysis, pitfalls to avoid, findings, and recommendations for further research. While a teacher may not have the time or resources to conduct an exhaustive literature review, an understanding of representative recent research on the topic is an essential step in conducting action research.

Identifying Information Needed and Deciding How to Collect It

Once a research topic or question has been selected and background reading has been done, researcher-teachers need to decide what information will help them answer the question and how they can obtain such information. If the research question calls for descriptive research investigating the characteristics of a group of students, classrooms, or teachers, information could be collected through observations, interviews, diaries, or journals. Descriptive research is often the first step in a larger study because it can provide good baseline data on the way things are in a particular setting prior to intervention designed to change things. For the classroom teacher, descriptive research is important for identifying student characteristics such as attitudes, motivation, approaches to learning, learning styles, difficulties encountered, and self-perceptions. Often, a deeper understanding of the learner's perspective suggests changes in curriculum, instruction, and assessment that the teacher may want to explore.

Once a teacher decides to change some aspect of the instructional process, the stage is set for research involving intervention. In general, types of intervention research fall into categories of true experiments, quasi-experiments, and pre-experiments. In true experimental research, students are assigned randomly to experimental or control groups and pretested to be sure that both groups have the same characteristics to start with. Then the experimental group receives some kind of special treatment, such as a new curriculum, instructional approach, or type of assessment. After a period of time, both experimental and control groups are tested again, and statistical analyses are made of differences found between the two groups so that reliable conclusions can be drawn about the effect of the intervention. The rigor required in an experimental study makes it difficult to conduct in most classroom settings. In quasi-experimental research, students are not randomly assigned to the two groups, generally because intact classes are used. Differences between experimental and control groups after intervention may suggest that the intervention had an impact, but a causal relationship cannot be definitely established. Action research which involves intervention generally falls into a category called pre-experimental research, because it deals with a single classroom rather than with an experimental and a control group. The results of an intervention in a single classroom can be valuable and instructive for the teacher and may suggest improvements to a particular program. The results, however, should not be seen as typical of all learners or all programs—in other words, generalization is not possible on the basis of the results in a single classroom. Of course, if the intervention is repeated across many different types of classrooms and the positive results continue to be found, the likelihood of the intervention being a causal factor is increased.

Whether research is to be descriptive or intervention-oriented—or a combination–information about the children to be studied needs to be gathered. At a minimum, the teacher-researcher needs to record age, gender, achievement levels in the native language, amount of prior second/foreign language learning, travel or residence in a target language country, family language background and language use at home, and level of current proficiency in the target language. To these pieces of objective information the teacher may wish to add anecdotal information about each child's attitude towards the target language and culture, approach to learning, and individual characteristics such as extroversion or risk-taking (for a discussion of language learner individual characteristics, see O'Malley & Chamot, 1993). All of this information, of course, should remain confidential. In any reporting of research, teachers should be careful never to identify individual students by name or by other identifying characteristics.

Methods for Collecting Information

Every method for collecting information about individuals participating in a research study has advantages and disadvantages. Two extreme examples are standardized tests and introspective techniques. A standardized test asks everyone the same questions under the same conditions, and the results are compared to a similar population's performance on the same test. The results are supposed to be objective but often are not for several reasons. For example, the two populations compared may in fact differ in important ways, or the standardized test may not adequately capture a representative sample of students' real performance level. Introspective techniques such as diaries, think-aloud protocols, or self-ratings can provide rich descriptions and insights into individual learners, but they are subjective and depend for accuracy on how well learners are able to report on their

(Continued on page 7)

National K-12 Foreign Language Resource Center

Iowa State University, Ames, Iowa

Bulletin 1 Fall 1994

The National K-12 Foreign Language Resource Center, one of six national centers funded by the U.S. Department of Education, was established to support K-12 foreign language education nationally. The Center provides this first report to inform the profession about its work in progress.

Summer Institutes

Upon receiving funding in February 1994, the Center sent information to the profession about the opportunity for participation in its four 1994 summer institutes held at Iowa State University via 10,000 flyers mailed out as well as distributed at conferences. The Center received 1,138 requests for applications and 357 applications for the 86 spots available. Interest was especially high for the technology institutes with 155 applicants for the 20 spots in the New Technologies Institute. Participants represented 36 of the 50 states and ten languages: Chinese, French, German, Hebrew, Japanese, Latin, Quechua, Romanian, Russian, and Spanish.

One of the goals of the institute training is for participants to share their new information with foreign language educators nationally. Participants of each institute have formed small groups (3-5 individuals) each of which has selected a project to complete during fall semester. This project will allow the group members to further explore a topic identified at the institute and to prepare a product based on their research that can be shared with the profession.

All participants received training in the use of electronic mail (e-mail) to facilitate post-institute communication. E-mail is the means by which group members communicate on a regular basis about their project and receive professional support from colleagues and institute leaders. By mid-September approximately 63% of the participants were on an e-mail system, with the number increasing daily. This is a very high percentage for elementary and secondary teachers. Janine Shelley, Technology Coordinator, Iowa State University, provided the training in e-mail at the institutes and monitors the start up and use of the system among the participants.

Teacher Partnership Institute. June 18-28, 1994. Institute leaders: Carol Ann Pesola, Concordia College, Moorhead, MN; Nancy Rhodes, Center for Applied Linguistics, Washington, DC; Karen Willetts, Montgomery County Public Schools, Rockville, MD.

Professional development was provided to 13 practicing K-6 teachers--representing FLEX, FLES, and immersion programs teaching French, Japanese, Latin, and Spanish--and 9 teacher educators from institutions of higher education. Participants explored appropriate curricula, strategies, materials, activities, technology, and assessment for K-6 foreign language programs. An important outcome of this

institute will be enhanced university teacher preparation programs at the K-6 level for pre-service and inservice foreign language teachers.

Group projects include the following: *Thematic Units*---Gather thematic units from FLES, FLEX, and immersion programs and make them accessible to the profession; *Costa Rican Thematic Unit*--Design a thematic unit based on a Costa Rican story. Define the thematic unit development process and report on its effectiveness; *Video of Elementary School Foreign Language Programs*--Create a video that will provide an overview of FLES, FLEX, and immersion programs through sample lessons on a common theme in various languages and at different grade levels; *K-6 Teacher Certification*--Survey state consultants and institutions of higher learning in states with mandates for early foreign language programs to determine if the supply of certified K-6 foreign language teachers will meet the demand as mandates take effect; *Elementary-Middle School Immersion Program Articulation*--Program articulation between elementary and middle schools in long-standing immersion programs will be examined as a basis for developing guidelines for successful articulation of Japanese programs just expanding to the middle school.

Curriculum Institute. August 6-11, 1994. Institute leaders: Helena Curtain, Milwaukee Public Schools, Milwaukee, WI and Carol Ann Pesola, Concordia College, Moorhead, MN.

A group of 19 experienced and practicing K-12 foreign language teachers and 5 foreign language curriculum specialists collaborated to identify and address common problems of articulation and to explore the impact of long-sequence foreign language programs and the standards movement.

Group projects are the following: *Curriculum Guide Identification*--Identify existing second language curriculum guides that are spiraled (recursive, layered, recycled) and which can be used as models for the development of new curricula. *Networking in Rural States*--Develop a prototype for curriculum information networking in low population states. *Learner-Centered Activities*--Research and provide a guide for learner-centered activities; *K-12 Curriculum Obstacles*--Identify and define obstacles to the implementation of a K-12 curriculum related to the National Standards; *Curriculum Resources*--Identify on-going projects at the state, regional, and national levels for which curriculum specialists committed to K-12 articulation can provide service as resources; *Middle School/High School Transition*--Identify factors that make for successful transition of students from middle school to high school.

New Technologies in the Foreign Language Classroom Institute. August 6-11, 1994. Institute leaders: Janine Shelley, Iowa State University, Ames, IA and Karen Willetts, Montgomery County Public Schools, Rockville, MD.

Twenty K-12 practicing foreign language educators, experienced in using computers, previewed exemplary foreign language courseware and explored the enhancement of the existing curricula through the development of lessons using computer mediated communication and the Internet.

Group projects include: *Internet Applications*--Compile a list of Internet sources of information and applications useful for lesson development for the foreign language classroom and provide examples of resulting lesson plans; *Literary Magazine*--Establish a student-run literary magazine for French and German high school students in selected schools. Develop the magazine via e-mail and document the process and outcomes of the project; *Tool Software*--Utilize tool software to generate and pilot lessons for elementary and middle school foreign language classrooms, documenting the applications; *Spanish Newsletter*--Guide fourth year Spanish students from selected schools in the use of e-mail to develop a newsletter on international, national, regional, and school topics.

Interactive Multimedia Institute. August 13-18, 1994. Institute leaders: Karen Willetts, Montgomery County Public Schools, Rockville, MD and Janine Shelley, Iowa State University, Ames, IA.

The 20 participants, all with a basic working knowledge of the Macintosh, examined exemplary multimedia hardware and software and the benefits of using multimedia in foreign language education. Each participant implemented multimedia into a foreign language lesson by authoring a HyperStudio stack.

Group projects are: *Internet in the Classroom*--Compile a list of useful Internet sources and a description of effective ways of using Internet for the foreign language classroom; *HyperStudio*--Develop HyperStudio stacks for the foreign language classroom and define a format that will allow students to personalize the stacks; *Technology Survey*--Survey participants' states to determine the number of high school foreign language teachers that use computers in the classroom and that use e-mail and distribute the results; *Short Story*--Use e-mail to help students in three schools collaborate in planning and developing HyperStudio stacks, dramatized videos, and a puppet show based on a children's story; *Distance Learning*--Prepare and field test class presentations for use in television distance learning using HyperStudio, Digital Chisel, and Passport Producer Pro.

Project Collaboration Requested

The Center encourages the profession to collaborate on the projects listed below. If you are interested in contributing to projects not listed here, contact the Center Director. Contributions used in the final project report will be fully acknowledged. All contributors will receive a copy of the final report at no cost.

Thematic Units. Submit thematic units for FLEX, FLES, and immersion programs. Contact: Jeanette Borich, 809 NE Michael Drive, Ankeny, IA 50021; e-mail: jemabo@aol.com

Elementary School-Middle School Immersion Program Articulation. Share information about articulation between immersion elementary school programs and middle schools. Contact: Jane Romer, Elon College, Elon College, NC 27244; e-mail: romerj@vax1.elon.edu

Curriculum Guide Identification Submit model curriculum guides that are spiraled. Contact: Bonnie Einstein, 2b Southwood Drive, Ballston Lake, NY 12019; e-mail: beinstei%albneric.bitnet

Learner-Centered Activities. Submit classroom-tested learner-centered activities. Contact: Dawn Santiago-Marullo, 11 Live Oak Ct.. Penfield, NY 14526; e-mail: dasm212@aol.com

Curriculum Obstacles. Identify obstacles (e.g., scheduling, teacher development) to implementation of K-12 curriculum and National Standards in your district. Contact: Evelyne Armstrong, 712 42nd Ave. NY, Gig Harbor, WA 98335; e-mail: evelynearm@aol.com

Curriculum Resources. Identify state, regional, and national on-going projects for which curriculum specialists committed to K-12 articulation can serve as resources. Contact: Nancy Gadbois, 86 East St., Southampton, MA 01073; e-mail: ngadbois@k12.ucs.umass.edu

Middle-High School Transition. Identify factors in your district that make for a successful transition. Contact: Dian Norby, 5625 Primrose Lane, Missoula, MT 59802; e-mail: fbbj57a@prodigy.com

Internet in the Classroom. Identify Internet sources useful for the foreign language classroom. Contact: Ingrid Berdahl, 3071 S. Buchanan St. #c-1, Arlington, VA 22206; e-mail: iberdahl@pen.k-12.va.us

Internet Applications. Submit classroom tested lessons using Internet applications. Contact: Cindy Kendall, 1950 Burkley Rd., Williamston, MI 48895; e-mail: ac946@leo.nmc.edu

Applications of Tool Software. Submit classroom-tested lessons for elementary and/or middle school that use tool software. Contact: Patsy Bohlen, 205 S. Tremont Dr., Greensboro, NC 27403; e-mail: bohlenp@turing.uncg.edu

Assessment Initiative

The Assessment Initiative is a collaborative effort between the Center for Applied Linguistics and the National K-12 Foreign Language Resource Center. The initiative leader is Nancy Rhodes, Center for Applied Linguistics, Washington, DC. This initiative is designed to help foreign language teachers develop guidelines or a framework for assessing the language of students in their own classrooms. The basis for these guidelines are the national K-12 student standards for foreign language education at levels four and eight that are currently being developed.

Through the Assessment Initiative an annotated bibliography of K-8 assessment instruments is being prepared. In October, 1994, ten experienced and practicing K-8 foreign language teachers will participate in a workshop together with researchers in assessment to brainstorm innovative assessment strategies for the foreign language classroom. Researchers and teachers will continue the dialogue about assessment throughout the school year with e-mail. Following a second workshop, draft assessment guidelines will be developed, piloted, published, and disseminated to the public.

Conference Sessions Offered

In addition to workshops and conference sessions offered in their district, state, and region by institute participants, Center leaders will be sharing information about the work of the Center at the following regional and national conferences:

Advocates for Language Learning. October 21-24. College Park, MD.
What Do K-6 Teachers Want to Know About Curriculum, Assessment, and Technology?

American Council on the Teaching of Foreign Languages. November 18-20. Atlanta, GA.
Meeting the Needs K-12 Teachers: Advances in Curriculum, Assessment, and Technology

Central States Conference, Southwest Conference, Pacific Northwest Council Joint Conference. March 30-April 2. Denver, CO.
K-12 Curriculum: Exploring the Challenge of Articulation.
Successful E-mail Training of Foreign Language Educators

Future Center Initiatives

Center plans include summer institutes in 1995 and 1996 pending renewal of funding. Plans for the summer of 1995 will be announced in November 1994. Among new institutes to be offered in the future are the *Culture Institute* to be led by Eileen Lorenz, Montgomery County Public Schools, Maryland and the *Authentic Literature Institute* led by Mari Haas, Teachers College, Columbia University, New York. If you would like to receive Center mailings about future initiatives, please contact Center Director, Marcia H. Rosenbusch.

Marcia H. Rosenbusch, Director, National K-12 Foreign Language Resource Center, 300 Pearson Hall, Iowa State University, Ames, IA 50011 Telephone: 515-294-6699; Fax: 515-294-2776 or 9914; E-mail: nflrc@iastate.edu

The Teacher's Voice *from page 6*

own thoughts and feelings. The fact is, the purported measurement of human mental and affective processes is at best an extraordinarily inexact science. Researchers need to keep this fact in mind constantly as they evaluate different ways to collect information about the people they are studying. It is generally recommended that different approaches to gathering information be employed in any study in order to obtain a number of views of the phenomenon being investigated. If it turns out that results of the different information approaches seem to be in agreement, then a stronger case can be made for the findings and recommendations of the study.

With these cautionary remarks in mind, I would like to suggest some particular techniques for gathering information in elementary school foreign language classrooms. These techniques can be used in both descriptive and intervention studies.

Diaries. Students write about their experiences and thoughts related to language learning. Teachers may provide prompts such as: "Today I learned how to . . .; It is easy to learn . . .; What I find difficult is . . .; I feel . . . about learning (name of language); I think I am a. . . language learner." Students may be allowed to make diary entries in English, the target language, or a combination of the two. As children become more proficient in the target language, they will find it easier to express their opinions and feelings in that language (for an example of a child's foreign language diary in an immersion setting, see Chamot & Chamot, 1983).

Think-aloud Interviews. Another introspective method is to have a child think aloud while working on a foreign language task. For example, the child might be given an unfamiliar story to read, and at the end of each page, the interviewer asks, "What are you thinking?" This can be followed up with comments such as, "How did you figure that out? What else were you thinking?" The interview should be taped for future transcription and analysis. Depending on the child's level of proficiency, the interview could be conducted in English or in the target language (the task, of course, would always be in the target language). Think-aloud interviews can open a window on a learner's thinking processes, revealing strategies, attitudes, and language proficiency. Current research conducted with foreign language immersion students by Georgetown University's research team at the National Foreign Language Resource Center is using think-aloud interviews to collect information on children's language learning strategies. We are finding that some children can easily describe their thought processes while working on language and mathematics tasks in the foreign language, while other children's verbalizations are not so successful in revealing mental processing.

Stimulated Recall. This technique uses videotapes to record a teaching or learning sequence, then has the participant(s) view the videotape and describe their own thoughts at the time of the recorded event. For example, a videotape of a role play could be played back and stopped at intervals for the teacher to ask the children what they were thinking of at that moment or why they said something a certain way. The same stimulated recall technique can be used to record the teacher teaching a lesson. Later, the videotape is played back, stopped at critical teaching moments, and the teacher indicates reasons why a decision was made or an activity was modified.

Structured Interviews. In this type of interview, the teacher-researcher prepares a list of questions in advance, together with directions and any explanations needed. Then each child or group of children in an interview is asked the exact same questions or completes the same language task. In this way, the teacher can have more confidence that all children had a reasonably equal opportunity to understand and respond to the same questions. Interviews can also be used to elicit children's language. For example, a child is shown a picture (or sequence of pictures) and asked to describe it or to tell a story about it. Responses should be tape-recorded or videotaped for later analysis. A useful outcome of interviews of this kind is the gathering of children's descriptions of some aspect of language learning in *their own words*. These very same words can later be used in other interview or questionnaire instruments, and may be more easily understood by other children of the same age than teacher-written descriptions.

Questionnaires. A written questionnaire can replace an interview for older children, and can be in either English or the target language, depending on children's second language reading ability. The two major drawbacks of questionnaires are that respondents may not understand the intent of a question or they may not answer truthfully. To counteract the first of these difficulties, the questionnaire items need to be simple and unambiguous, and the questionnaire should be tried out with a group of similar students before being administered to the students to be studied. A discussion after students have completed the pilot questionnaire should focus on how well the intent of each item was understood and on difficulties or confusion experienced by the students. Revisions should address these concerns, and items should be rewritten to reflect the actual language used by students. When administering the revised questionnaire to the students in the study, the teacher should explain the purpose of the questionnaire and emphasize that there are no right or wrong answers. The results of the questionnaire (without identifying student names) can serve as a basis for classroom discussion, if possible, in the target language. Questionnaires with open-ended questions (not only multiple choice) can reveal a wide range of student attitudes and approaches to language learning (see Chamot, 1993).

Classroom Observation. Teachers constantly observe their classrooms, but a focused and systematic observation can provide deeper insights into the learning context and social interaction in a class. Focused and systematic observation is planned, carried out according to preestablished criteria, and recorded as completely as possible. For example, a teacher might decide to systematically videotape a ten-minute segment of a class over a period of a week in order to analyze the amounts of target language and English used by the teacher and students. If it is determined that the percentage of target language use needs to be increased, the teacher might devise an intervention in the form of specific language activities requiring the target language. After a number of weeks of intervention, the teacher might then again videotape the equivalent ten-minute class segments for another week and compare the language use with the pre-intervention videotape.

Student Participation

Student involvement in the research process can add depth and learning insights to action research. Even young children can understand the purpose of a research project, the importance of careful observation and accurate reporting, and how the information discovered can be used to improve the teaching-learning context. In developing a research question, the teacher can discuss possible questions with students and ask them to contribute ideas about research questions of interest to them. The teacher can also summarize for students some of the research that has already been done on the topic. Naturally, this summary needs to be presented simply and in a way that will engage students' interest. After briefly describing the study and its findings, the teacher might ask if students think that the findings apply to their own classroom, and what they might expect to be the same and

(Continued on page 8)

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The Teacher's Voice *from page 7*

different if they were to conduct a similar study. This kind of discussion sets the stage for students to become actively engaged in the research process. While collecting data, the teacher should always stress the importance of objectivity and the fact that in research there are no right or wrong answers, just more and less effective ways of collecting and interpreting data.

Conclusion

This article has presented an overview of types of classroom-based research and suggestions for action research that could be conducted by elementary school foreign language teachers. Many additional research ideas are possible, and are limited only by the ingenuity of teachers. In closing, I would like to urge teacher-researchers to share their research with a broad audience so that those of us who are not fortunate in having our own classrooms at present can learn and benefit from you. Let your colleagues at school and at your local university know about your research efforts. Write articles about your investigations and seek publication in local newsletters, state publications, and national and international professional journals. Share your work through workshops and presentations at local, state, and national conferences. Your voice and your experiences need to be heard. People who believe in foreign language education—teachers, administrators, parents, legislators, and researchers—are waiting to hear from you.

For more information, contact Anna Uhl Chamot, Language Research Projects, Georgetown University, 1916 Wilson Blvd., Suite 207, Arlington, VA 22201 (703-351-9500).

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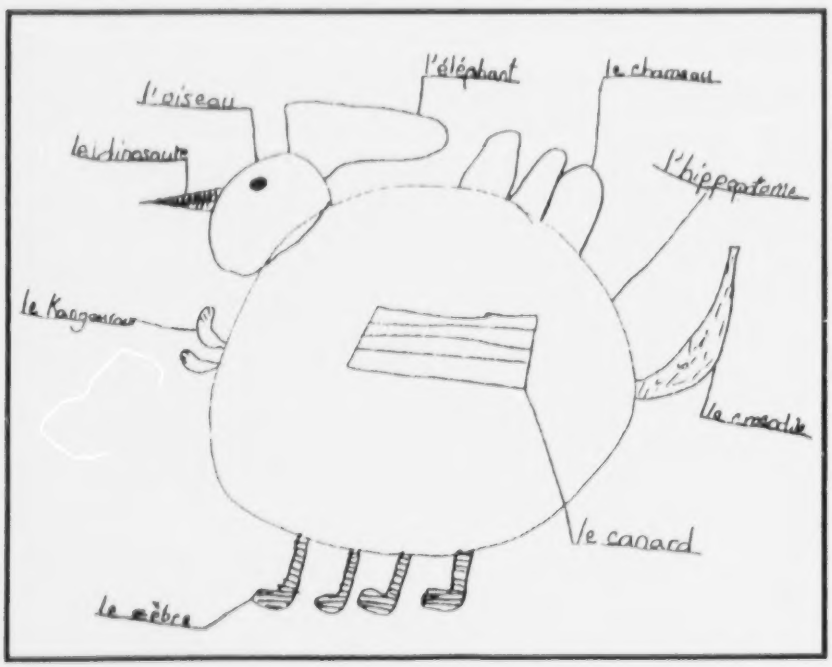
Children's Classroom Creations



Eleanor Kagan
Grade 2
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Karen Waheed, French Teacher

FLES News *enjoys including children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send the original copy of the child's work to the editor, Marcia Rosenbusch.*

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Editor's Note: See p. 2 for addresses of committee chairpersons.

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES News *editor for review.*

German

Carle, Eric. (1984). *Chamaeleon Kunterbunt.* Hildesheim: Gerstenberg. Available from AATG, 112 Haddontowne Ct. #104, Cherry Hill, NJ 08034 (609-795-5553). Other Eric Carle titles available: *Die kleine Raupe Nimmersatt, & Kip hat viele Brueder.* Cost for members is $13.50 each or $36.00 for a set of three. Non-members—$16.50 and $45.00.

Chamaeleon Kunterbunt (published in English as *The Mixed-Up Chameleon*) is a delightful children's storybook about a chameleon who is quite proud of his ability to change colors and catch flies. The first part of the book does a great job describing the unusual abilities of chameleons, providing children with very good age-appropriate science facts.

The story begins when Chamaeleon Kunterbunt climbs up a hill and gets his first look at a zoo. He is absolutely overwhelmed by the many animals he has never seen before. As *Chamaeleon Kunterbunt* walks through the zoo, he begins to wish that he were more like the animals he sees. As he wishes, he magically acquires attributes of the animals. At the end of the book, he is part polar bear, flamingo, fox, fish, elk, giraffe, turtle, elephant, seal, and human. *Chamaeleon Kunterbunt* is happy about his new appearance, but he is also hungry. He spots a fly, his favorite food, but is unable to catch it because of his elephant trunk. *Chamaeleon Kunterbunt* becomes sad and wishes to return to his old self. His wish is granted, the fly is eaten, and *Chamaeleon Kunterbunt* learns a very valuable lesson.

Chamaeleon Kunterbunt is a great addition to a classroom library. The story is appealing, age appropriate, simply written, and familiar to most students. Eric Carle is a very talented children's writer who manages to creatively incorporate science into children's books. I recommend all of his books for the FLES classroom. I can hardly keep them on my classroom shelves, especially *Die kleine Raupe Nimmersatt (The Hungry Little Caterpillar).*

German Resources Editor: Cindy Sizemore

NNELL Executive Board Members Elected

Congratulations to newly elected members of the NNELL Executive Board! Mary Lynn Redmond was elected Second-Vice-President and Marty Abbott was elected Treasurer. Redmond and Abbott will begin their positions at the annual NNELL meeting, November 19, to be held at the conference of the American Council on the Teaching of Foreign Languages in Atlanta, GA.

French

Gilman, Phoebe. (1992). *Un merveilleux petit rien.* Ontario, Canada: Scholastic Canada Ltd. Available through Sosnowski Associates, 58 Sears Rd., Wayland, MA 01778.

Here is a story from a culture rarely considered in foreign language classes, the Jewish culture of the *shetl* (village). This is a beautiful tale with a subtle moral. Little Joseph's grandfather makes him a marvelous blanket when he is born. Joseph is very attached to the blanket, but as he grows older, so does the blanket. As the blanket wears out, Joseph's tailor grandfather finds ways to convert the cloth into other marvelous items, a coat, a vest, a tie, a handkerchief, and finally, a button. When Joseph accidentally loses the button, even his adored grandfather cannot make something out of nothing. But Joseph can, by writing a marvelous story. In this way, Joseph finds a final use for his blanket—and art transmutes the pain of loss into something new—and marvelous.

The illustrations by the author are very beautiful. The *shetl* is depicted as a small but vibrant village. Joseph's affection for his grandfather, and indeed the feelings of all the adults for each other and for the children, are wonderfully rendered and there is a warm glow to the illustrations. There is a visual subplot, too. At the bottom of each page, a mouse family pursues activities that are a counterpart to the human activities above.

Although the language is a bit difficult for absolute beginners, there is enough repetition in the text to delight children ages 5 to 8.

French Resources Editor: Myriam Chapman

Spanish

AIMS Education Foundation. (1992). *Primariamente plants—Grados K-3.* Fresno, CA: Author. Available from AIMS Education Foundation, P. O. Box 8120, Fresno, CA 93747-8120 (209-255-4094; FAX 209-255-6396).

AIMS (Activities Integrating Math and Science) has numerous bilingual activity books. This one is perfect for spring. The book contains approximately 50 different science activities for lower primary, and blackline masters on which students record data. The activities center around learning about seeds, charting seed and plant growth, building a terrarium, learning about bulbs, leaves, and roots, and the best planting techniques. There are also information sheets for students about plants. Since the book is bilingual, each lesson has two activity sheets, one in Spanish, one in English. Thus, the unit's lessons can be shared with the regular classroom teacher and instruction can be coordinated between the Spanish class and the science class. Skills such as estimation, graphing, observation, prediction, measurement, and problem-solving are all included in the child-centered activities. The lesson directions for the teacher are in English. Since AIMS publishes numerous books of this type at different grade levels, it is recommended that you call or write for a catalog.

Spanish Resources Editor: Susan Wolter

Teaching Methods Contributing Editor Sought

FLES News is searching for a new contributing editor for Teaching Methods. Contributing editor appointments are made annually by the editor, and are competitive positions. The responsibilities of this editor are to:

- Solicit, select, and submit articles on methods and strategies for the classroom;
- Verify that materials are in the specified publication format and are typed and double-spaced;
- Submit complete and accurate information that is checked for spelling, and clarity;
- Meet the deadline specified by the editor for submission of information.

To apply for this position, submit the following to the editor by November 11, 1994:

1. A resume including your name, home address and telephone; your title, school , and telephone; your professional training and work experience.
2. State the position for which you are applying.
3. Write a paragraph explaining why you are interested in this contributing editor position.
4. Define a plan for possible topics to be addressed and a plan for obtaining articles.

Factors affecting the selection of contributing editors include quality of the application and, where possible, geographic representation. The new contributing editor will assume the position for the spring issue of 1995. Send applications to Marcia H. Rosenbusch, Editor, *FLES News*, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-6699; FAX 515-294-2776 or 9914).

Membership Form (1994–1995)

FLES News, National Network for Early Language Learning (NNELL)

Please enroll me as a member of the National Network for Early Language Learning and send me a one-year subscription to *FLES News*. I am enclosing my check for $12.00. Overseas rate is $15.00. (Make checks payable to NNELL.)

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Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037

FLES News to Take on New Look

One of the 1993-1994 goals of NNELL was to encourage more understanding and support for early language learning on the part of college and university professors. One way to reach that goal is to support more research in K-8 foreign language learning and the dissemination of these research findings. In January of 1994, NNELL's President Audrey Heining-Boynton appointed Professor Ali Moeller of the University of Nebraska-Lincoln to chair an ad hoc committee to explore the issue of a refereed journal that would deal with issues of foreign language education for children.

One of the peculiarities of higher education is that a discipline is not considered a "field of study" unless it has its own refereed journal. A refereed journal has a board of editors who review articles to recommend them for publication.

After months of extensive study, Moeller's committee recommended that a "stand alone" journal in addition to *FLES News* was not financially possible at this time. What was recommended was that *FLES News* formalize its editorial board in order to become a recognized refereed journal. The ad hoc committee discovered that *FLES News* has been, in essence, a refereed journal. Currently, several NNELL officers vigorously referee all major articles for publication. Only a portion of all articles presently submitted are ultimately printed. Because of this recommended change from newsletter to journal, the name *FLES News* will also be changed

The NNELL Board voted on the Moeller Report, and unanimously supported its recommendations. Heining-Boynton maintains that "this is an extremely positive step forward for NNELL and the profession. We must keep pace with educational issues and continue to grow and evolve." Editor of *FLES News* Marcia Rosenbusch says of the coming changes:

> *FLES News* has provided an important means of networking for those involved in early language learning during the past seven years. The change from newsletter to journal is an exciting step for us to take. We will lose nothing of the quality and content we have had in the newsletter in the past and we will be able to provide readers with additional information of great importance and interest to the profession.

Heining-Boynton points out that, "these changes will not in any way diminish the readability of *FLES News.* NNELL will continue to be committed to the FLES practitioners, and our publication will continue to afford them an outlet for sharing creative ideas as well as provide them with the essential information of the profession. What the changes will provide is a respected forum for our colleges and universities that will continue to move us forward as a field." The readership can expect the changes by the September 1995 issue.

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FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 8, Number 2 Winter 1994-95

Teacher Preparation: Using Videotapes in a Teaching Practicum

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Pullman, WA

David, an elementary school bilingual education major, is teaching the numbers in Spanish to his third grade students. Because this is the first semester he is teaching in a classroom as a practicum student, he feels nervous. His students, however, dive into the task with relish, imitating his movements with their arms, legs, and bodies as they say *once, doce, trece, catorce* (eleven, twelve, thirteen, fourteen), and so on. When they get to their last number, *veinte* (twenty), the students laugh and let their arms fall. As David says *Buen trabajo, niños* (Good work, children), Rachel, an eight-year-old girl says, "this is like exercising" while redheaded Jonathan asks, "can we do it again?"

In tapping the children's interest, David is applying his knowledge about methodology, namely having children actively involved, listening attentively, participating readily, and feeling comfortably challenged, as they learn a second language. While David has learned many of his teaching strategies from current textbooks and from his colleagues, he has also been able to view on videotape elementary school foreign language teachers in action in their own classrooms. In fact, the Total Physical Response (TPR) exercise he uses today is an adaptation of an activity he viewed on videotape as part of his bilingual education teacher preparation methods course.

David knows that more and more schools will need teachers with his language proficiency and experience teaching a second language in the classroom. In response to a national emphasis on second language proficiency and global awareness, many elementary schools are implementing foreign language programs. Some of these programs are tailored around traditional Foreign Language in the Elementary School (FLES) or Foreign Language Experience (FLEX) models, while other programs are evolving into immersion or partial immersion models. In all cases, the development of foreign language programs at the elementary level requires increasing numbers of teachers who are fluent in a foreign language and who are certified to teach elementary school children. Most teacher certification programs in foreign language currently prepare students to teach language as a separate subject area at the secondary level. Unfortunately, very few programs prepare students to use the foreign language for teaching at the elementary level.

One solution, explored by Washington State University (WSU), is to design a program that caters to many different students who share both proficiency in a second language and a desire to practice teach in that language. Participants include: (1) students from the bilingual and ESL teacher education program who are pursuing degrees in elementary education, and (2) students who are pursuing a degree in foreign language education at the secondary level. In order to address the content and pedagogical needs of both groups of students, a comprehensive practicum course on methods of teaching a second language at the elementary school level was developed. Students take this course while teaching one hour of Spanish per week in an elementary school.

In order to help students understand the complexities involved in teaching a foreign language at the elementary school level, one important component of the seminar includes viewing, analyzing, and discussing selected videotaped segments of expert elementary teachers in action. The videotapes reviewed in the seminar came from many sources. They are all non-professional productions of mainstream elementary teachers and FLES teachers practicing in various schools around the country. Some are unedited videotapes of entire classroom lessons; some are produced by schools with FLES programs which have documented aspects of the program by combining various parts of FLES classroom lessons on a single short videotape. For this seminar, course instructors were also able to use authentic K-6 videotapes of public school classes collected as part of the education college videotape library. What follows is a brief outline of the main components of this practicum.

Direct Experience as a Vehicle for Teacher Preparation

The organizing model of the practicum for students who teach in the local Spanish program can be depicted as follows. As the arrows between each component indicate, many of the program's aspects build on each other; that is, each component informs the others and insights gained at each stage of inquiry are repeatedly recalled or

(Continued on page 5)

Notes from the President

As I begin my year as the president of NNELL, I am grateful for the three previous presidents. Carol Ann Bjornstad Pesola initiated our process of becoming a national organization. Carolyn Andrade put all of the systems of the organization into place. Audrey Heining-Boynton tested-out systems, encouraged the involvement of the members (we now have committee members for each committee and state representatives for a majority of the states), and strengthened our ties with colleges and universities. Because of all this hard work at organizing and strengthening NNELL, we can now turn our focus to the members of NNELL, to you, the language educators, and to what is happening in classrooms.

I hope you will help NNELL with this endeavor by becoming researchers in your own classrooms and sharing your questions and your findings about specific language teaching or learning issues. To help you do this, Anna Chamot wrote the lead article, *The Teacher's Voice: Action Research in Your Classroom*, in the last issue of *FLES News* (Volume 8, Number 1, Fall 1994). In the current issue, you will find an action research planning sheet. If you have already formulated a question and a research plan, please fill out this sheet and send it to me. Or, if you are still at the thinking stage and want some feedback, drop me a note. We at NNELL will keep in touch with you and will be reporting interesting findings of importance to all K-8 language teachers in *FLES News*.

Following a study begun by Audrey Heining-Boynton, the executive board voted to make the research section of *FLES News* a refereed section. This change will enrich our journal by opening the door to university professors to publish more articles. The "new" journal requires a new name. In the 1995 fall issue, the name will change to *Learning Languages: The Journal of the National Network for Early Language Learning*. The name was selected after extensive discussion at the fall executive board meeting. We are committed, though, to keeping the new journal as informative and practical as ever.

J. David Edwards, Executive Director of the Joint National Committee for Languages and the National Council for Language and International Studies, came to talk with us at our board meeting. He stressed the need for political action by all of us. In this changing political climate, we need to affirm our belief in the value of early language learning and strengthen society's view of foreign language study through publicity and political action. We are sponsoring a political action session at the upcoming Central States Conference and hope this will be the first of many such sessions in the coming year. We will be preparing a political action packet to help advocate early start, long sequence programs that are articulated through middle and high school. Contact Gilda Oran-Saperstein, Chair of the Political Action Committee, if you are interested in receiving a packet.

I hope to hear from many of you soon!

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FLES† News is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, teaching methods, recent research, and upcoming conferences. *FLES News* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES News is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning (NNELL). *Editor* Marcia Rosenbusch, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011, (e-mail: mrosenbu@iastate.edu). NNELL executive committee members are: *President* Mari Haas, Teachers College, Columbia University, 525 W. 120th St., Box 201, New York, NY 10027, (e-mail: mbh14@columbia.edu); *First Vice-President* Eileen Lorenz, Montgomery County Public Schools, 850 Hungerford Dr., Rockville, MD 20850, (e-mail: elorenz@umd5.edu); *Second Vice-President* Mary Lynn Redmond, Wake Forest University, Department of Education, Box 7266, Reynolda Station, Winston-Salem, NC 27109, (e-mail: redmond@wfu.edu); *Secretary* Patty Ryerson, Wellington School, 3650 Reed Rd., Columbus, OH 43220; *Treasurer* Marty Abbott, Fairfax County Public Schools, 7423 Camp Alger Ave., Falls Church, VA 22042,(e-mail: 74553.211@compuserv.com); *Past-President* Audrey Heining-Boynton, Foreign Language Education, CB #3500 Peabody Hall, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500, (e-mail: AH006793@UNCVX1.OIT.UNC.EDU); *Executive Secretary* Nancy Rhodes, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037, (e-mail: nancy@cal.org); *Membership Secretary* Lupe Hernández-Silva, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037, (e-mail: lupe@cal.org).

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Membership dues for NNELL, which include a subscription to *FLES News* are $12/year ($15 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

FLES News wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES News*, National Network for Early Language Learning, as the source.

†Foreign Language in the Elementary School

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences editor: Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111.

SPRING 1995 CONFERENCES

March 2-4: **Southern Conference on Language Teaching with the South Carolina Foreign Language Teacher's Association.** Charleston, SC. Lee Bradley, SCOLT, Valdosta State University, Valdosta, GA 31698 (912-333-7358; Fax: 912-333-7389; e-mail: lbradley@grits.valdosta.peach-net.edu).

March 30-April 1: **The International Conference on Standards and Assessment.** Sheraton Imperial, Raleigh-Durham (NC) International Airport. Audrey L. Heining-Boynton, The University of North Carolina at Chapel Hill, 301A Peabody Hall, Chapel Hill, NC 27599-3500 (919-966-3291).

March 30-April 2: **Central States Conference on the Teaching of Foreign Languages, Pacific Northwest Council on Foreign Languages, Southwest Conference on Language Teaching, Colorado Congress of Foreign Language Teachers.** Denver, CO. Jody Thrush, Executive Director, Central States Conference, 3550 Anderson St., Madison, WI 53704 (608-246-6573).

April 5-8: **Northeast Conference on the Teaching of Foreign Languages.** New York, NY. Northeast Conference Information, St. Michael's College, 29 Ethan Allen Ave., Colchester, VT 05446 (802-655-0558).

1995 SUMMER COURSES AND WORKSHOPS

June 12-July 7: **Methods for Teaching Foreign Languages in the Elementary School.** Concordia College, Moorhead, MN. Carol Ann Pesola, Education Department, Concordia College, Moorhead, MN 56562 (218-299-4511).

June 17-29: **Teaching Foreign Languages to Young Students, A Summer Institute at Teachers College, Columbia University for Teachers of Foreign Languages in the Elementary School (K-8).** Mari Haas, TFLYS, Teachers College, Box 201, New York, NY 10027 (212-678-3817).

June 18-24; June 25-July 1: **French and Spanish Workshops on Culture and Conversation.** North Carolina Center for World Languages and Cultures, 412 N. Wilmington St., Raleigh, NC 27601 (919-828-3262).

June 19-July 29: **Legends of Mexico: A Language and Culture Immersion Experience for K-8 Spanish Teachers** (for teachers from Ohio, Kentucky & Indiana). University of Cincinnati and Mexico. Susan Bacon, Dept. of Romance Languages and Literatures, U. of Cincinnati, P. O. Box 210377, Cincinnati, OH 45221-0377. (513-556-1840, Fax: 513-556-2577; e-mail: Susanbacon@uc.edu).

(Continued on page 8)

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES News *by sending a description in the following format: title, objectives, materials, and procedures. You may include pictures or drawings as illustrations. Send with your name, address, and telephone number to the Classroom Activities editor: Diane Fagin Adler, North Carolina State University, Department of Foreign Languages & Literatures, Box 8106, Raleigh, NC 27695-8106.*

Title: **El Precio Justo (The Price Is Right)**

Objectives: Students will learn/review the numbers 1-1000 and the names of common objects.

Materials: 3" x 5" index cards, newspaper ads (especially colorful sale or Sunday flyers), and "Magic" slates (porcelain boards) and dry-erase markers, individual chalkboards and chalk, or writing paper and pens or markers.

Procedures: Introduce/review numbers. For homework students cut out common objects from colorful ads. Students glue each to a 3" x 5" index card. On the picture side, they label the item in the target language. On the reverse side, they write *el precio justo* (the actual retail price), in numerals and in words, rounded off to the nearest whole dollar.

Collect the student-made cards and choose a variety of items to sell. Divide class into 4, 5, or 6 teams. Teacher will play the part of "Roberto(a) Barker" (from the television show, The Price is Right). Call one person from each team to play by first sitting in a row of chairs placed in front of the class. All players will be replaced by a teammate for each round played.

Describe the item, e.g., *el teléfono portátil: el regalo perfecto para cada miembro de tu familia; el regalo para tu hermano mayor; ahora es posible hablar con tus amigos desde cualquier cuarto de tu casa . . .* (The portable telephone: the perfect gift for each member of your family; a gift for your older brother; now it is possible to speak with your friends from any room in your house, etc.). Each student writes (in numerals) their guess as to the price of the item described.

Roberto(a) Barker calls upon each student to say his/her price in the target language before announcing the winner. The winner is the student who comes closest to the actual retail price. Any number of rounds can be played. The winning team is determined by the total cash value of all items won by each team.

Contributor: Linda Chapron
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Classroom Activities Editor: Diane Fagin Adler

Children's *Rondas* of Mexico

Janet L. Glass
Dwight Englewood Bede Lower School
Englewood, NJ

Where can you find rhyme, history, magic, and movement in a ritual that is centuries old?

In traditional Mexican children's games commonly called *rondas* (children's rhyming songs with accompanying actions or games).

My search for authentic material for young students of Spanish led me to apply for a Dodge-National Endowment for the Humanities (NEH) fellowship for foreign language teachers to research and videotape these games in Mexico. My plan was to bring the games back in a format that would preserve the movements, words, and melody so that our students could imitate them. Happily, I received the NEH grant and went to Cuernavaca, a city of about a million people, where a language school arranged a homestay with a Mexican family.

Having collected rhymes and songs for years, I already had a basis for my interest. I felt well prepared because I had previously discovered *Juegos infantiles cantados en Nuevo México* (Stark, 1973) in a small bookstore in Taos. This booklet had directions for movements along with musical notation and historical notes for twelve songs. I went to Mexico hoping to find some of the same games still being played. I was also looking for historical background on the games. Thanks to a pioneering investigation in Mexico in 1951 by Professor Vicente T. Mendoza in his *Lírica infantil de México*, I was able to find the origins and several versions of the rondas.

As expected, most of the games came from Spain and are two, three, or four centuries old. Some originated in the Middle Ages and were already old when they were first written down. One that did not come from Spain is an interesting example of cross-cultural evolution. A *ronda* that is commonly known as *matarile-rile-ró* begins with either *Amó ató* or *Ambos a dos*. This song came from France and had as its first line, *Un beau chateau*, which was transformed by Spanish children into the nonsense syllables *amó ató*. In almost all of the *rondas*, meaningless but rhythmical lines are mixed together with lines that seem, to adults, to be more logical. This situation is perfectly acceptable to children. Other characteristic content, such as royalty, witchcraft, superstition, grotesqueness, and cruelty, shows relics of ancient cultural roots and holds a fascination for children. Some of the songs I found had lyrics that had been added to the original or that had replaced older versions. In *A la víbora* there is a verse that uses the word *chabacano* which is not a word from Spain, but is a Mexican word for a native apricot. In *Las estatuas de marfil* the students had added, *El que se mueva baila el twist*. As punishment for having moved, instead of staying still like a statue, a player has to dance the twist. This change must be an update influenced by U.S. culture. These changes provide proof that the children continue to modify the games according to their rich imaginations. Research also shows ample evidence of *rondas* showing up in Puerto Rico, Cuba, and Argentina. Probably every Latin American country has some of the same *rondas*.

Having done the reading and observing, I was now ready to videotape. In order to receive invitations to tape groups of children, I had to interest adults in my project. The older adults always responded enthusiastically and even wistfully, seeming to remember the pleasure these *rondas* gave them. The children and the younger teachers, however, needed a little prompting. I did manage to tape in two schools just before they ended for summer vacation. I tried to videotape groups of children after school who were casually playing these games at home. These attempts, however, were unsuccessful. The children whose families I was able to contact spent their free time watching television, playing video games, and playing soccer. I was told that in the small villages, more children would be playing *rondas*. In the prologue to Francisco Moncada García's *Juegos infantiles tradicionales*, however, the author speculates that the reason Mexican children do not play *rondas* as much as they used to is because of electronic diversions, especially in the cities, or because of the need to work to help sustain the family. The need to work is particularly true in the countryside. It is impossible to spend much time in Mexico without becoming aware of the impoverished conditions in which many children live.

Parenthetically, I did see interest in the traditional dances of the various regions of Mexico. In the local theater there was a performance by an amateur troupe of dancers presenting folkloric dances. In the two primary school graduation ceremonies I attended, the children presented folkloric dances from several states in Mexico. Also, there were many centers offering classes in folkloric dance for children after school. These dances had no words and were not the subject of my research. I included, however, some of the footage of these classes in my video since folkloric dances were clearly a part of children's culture.

If the *rondas*, then, after centuries of life, are slowly disappearing, are they worth teaching to our students in the U.S.? I believe that the Latin American children who continue to sing these ancient songs and embellish them, benefit from the sense of rhyme, movement, and fantasy. Why would not the *rondas* be enriching for all children? The *rondas* do meet the criteria for authentic, age-appropriate, culturally-rich material. While one of our missions may be to introduce a very old tradition, in the end, it will be the children themselves who determine what is intrinsically worth remembering . . . as they have for hundreds of years.

Following is an example of one of the rondas on the videotape. The directions and lyrics are documented from observation.

Directions for playing: The group holds hands and circles around while singing. The caller or the teacher chooses one child who turns around but continues circling with his or her back towards the center. The game continues until all players are facing the outside of the circle.

Script of the song:

A la rueda, rueda de San Miguel, San Miguel,
Todos cargan su caja de miel.
A lo maduro, a lo maduro.
¡Qué se voltee (fulano) de burro!

(Continued on page 9)

Teacher Preparation *from page 1*

incorporated into succeeding components. A brief explanation of each component of the model follows.

EXPLANATION<->OBSERVATION<->DISCUSSION<->ACTION<->REFLECTION
(theory) (videotapes) (communication) (practice) (journals, conferences)

Explanation (Theory). Current language teaching methods and theory provide a foundation for this practicum course. Two main areas are included in weekly seminars: content knowledge related to the target language and general pedagogical knowledge with an emphasis on classroom processes at the elementary level. Thus, goals of the course include preparing teachers not only in the target language and culture but also in methods of presenting the language content in contexts that provide communicative opportunities for students.

Observation (Videotapes). Videotape observation is used to accomplish a wide variety of purposes: (1) students compare different general approaches to teaching and learning at different grade levels; (2) students examine different methods and techniques in different language settings; and (3) students make connections between theories discussed, videotapes observed, and their own practices.

Discussion (Communication). Weekly seminars are designed to help students enlarge their perspectives on teaching, examine different theoretical and practical issues, and assess their assumptions and actions about foreign language teaching and learning. In addition, the seminar provides a time and space for students to discuss their impressions of the experienced teachers observed on videotape while, at the same time, reflecting on different pedagogical and management strategies and making connections with their own teaching.

Action (Practice). The teaching component ensures the exposure of the practicum students to different aspects of the teacher's role. Except for those practicum students placed in kindergarten classrooms where there is thirty minutes per week of program instruction, all other practicum students are in charge of one hour per week of Spanish instruction in the classroom. In addition to picking up children from recess, teaching lessons in Spanish, dealing with management, and walking children to the lunchroom, the practicum students in this program actively participate in curriculum development and student assessment.

Reflection (Journals and Conferences). Unlike most teacher education programs, in which students frequently receive feedback from their cooperating teacher, in this program students receive preparation in self-assessment techniques as suggested by Hammadou and Bernhardt (1987). These authors underscore the need to make preservice teachers aware that after graduation they will be almost exclusively responsible for their own professional development. To stimulate reflection and self-evaluation outside of the classroom, the practicum students keep teaching journals to be shared with university instructors. These journals are intended as vehicles for systematic assessment of their developing professionalism as teachers and of their actions in the classroom. In addition to self-study techniques, students are also observed by instructors weekly and occasionally videotaped for self- and peer-analysis.

Videotaped Observations of Accomplished Teachers

> "The performance of experts, though not necessarily perfect, provides a place to start from when we instruct novices. The experts' performance provides us . . . with a temporary pedagogical theory, a temporary scaffolding form which novices may learn to be more expert"(Berliner, 1986).

Since no university methods course or practicum can import authentic classes of teachers and their students to individual seminars for analysis on demand, videotaped classroom lessons are an ideal way to bring to preservice teachers a wide range of the kind of "expert performances" that Berliner (1986) discusses. Observation of expert teachers in action can provide students with opportunities to observe how and when teachers make decisions while teaching, and how they choose from a wide range of instructional options. Reviewing selected pieces of videotaped interactions makes possible close analysis of many different levels of a teacher's actions in the classroom.

Rationale for Using Videos

> "Advice to teachers such as 'state goals first' or 'clarify when students are confused' is not of much use unless the giver of advice can specify and illustrate the processes of oral discourse that are being recommended" (Erickson, 1992).

Videos offer great opportunities for students to analyze the observed lesson and indicate how they would approach similar problems. In addition, videotaped segments of classroom interaction offer students opportunities to engage in group discussions where options, conjectures, and possible avenues are explored. For instance, during one seminar session a video was shown in which a familiar story was read to children. After viewing the video, the practicum students shared different ways they had used or planned to use stories in their classes to build on previous language activities.

The videotaped segments need not be of foreign language teachers only. Depending on the topic for discussion (e.g., classroom management, teaching methodologies, teacher-student interaction), videotaped segments of teachers of other core curricular areas can be used. The following section of this article illustrates how videotapes of different classrooms and teaching events were used during seminar activities.

Examples of Videotapes

Video #1: First grade classroom teacher. Length of Segment: 3 min, 53 seconds.

Summary. Teacher transitions children from silent reading activity at desks to "writing warm-up" calendar activity on the rug; teacher positively reinforces "good listening" behaviors via praise, proximity, and altered voice levels. During the student-led weather discussion, the teacher, without interrupting flow of activity, successfully manages two potentially disruptive children who are playing with paper.

Focus for Discussion. Classroom management (i.e., transitions and student behavior).

Procedures. Preview questions are very useful for helping students focus on particular aspects of the video. For example, when the above tape was viewed, pointers and preview questions raised by university instructors included the following: Watch for how this teacher gets the children to sit still, how she reinforces some listening skills, and how she uses her voice.

Often, videotaped segments are viewed more than once, as was the video described above. This reviewing can be very useful, especially when a teacher's actions are understood at different levels by the students. For example, a teacher's nod to one student can convey that the teacher affirms the student's response, while the teacher's simultaneous movement toward a fidgeting child serves to quiet a potential disruption without interrupting other children.

(Continued on page 6)

BEST COPY AVAILABLE

Video #2. Kindergarten ESL teacher. Length of Segment: 4 min, 10 seconds.

Summary. Teacher gives instructions as to how students are going to use props to perform the song about the alphabet; students sing the song of the alphabet; they stand up as their letter is called.

Procedures. Before choosing this segment, the instructor provided some information about the context; that is, the age, grade level and language proficiency of students, teaching methodology, and type of activity. This information was followed by a transparency of six "focus points" students were to focus on as they watched the video:

As you watch this video segment, notice:

1. How students exhibit various levels of language proficiency;
2. How the teacher chooses to introduce the activity;
3. How the teacher models the language and checks for understanding;
4. How students have prepared for their performance and show understanding of the commands;
5. How the teacher reinforces polite social skills;
6. How the teacher delegates and encourages students to problem-solve on their own but takes control when necessary.

As the list of "focus points" suggests, providing some pointers about what to watch for in the upcoming video segment is particularly useful for preservice teachers. Since so much information is captured on videotape (e.g., actual presentation of lesson content, nonverbal communication between teacher and students, physical movements of students and teacher, physical organization of the classroom, actual spoken interaction, minor disruptions to activity), providing a focus for initial viewing is often essential for a subsequent analysis of the video by the whole group. Various other aspects of teaching practice can serve as the focus for repeated viewings of the same video segment and deeper reflective discussion.

Directions for Future Teacher Preparation

Hammadou and Bernhardt, in a 1987 article, assert that "generic teacher preparation programs inadequately speak to the needs of future foreign language teachers and that conventional inservice programming offers little to the professional development of teachers in the field." Indeed, more courses specifically tailored to the development of reflective teachers will need to be developed for inclusion in general teacher preparation programs to meet the growing need for accomplished elementary school foreign language teachers. Besides being a course in which practical and theoretical issues in language teaching are addressed, the practicum course described in this article stimulates the kind of self-assessment and reflective practice teachers will need once they are in the field. An integrated combination of theory, videotaped examples of real-life exemplary teachers practicing various teaching strategies, and participation as teachers in a developing program help prepare these practicum students for their own lives as elementary school foreign language teachers.

Note:

Working in our own sphere of friends and colleagues to find resources, we have used many "raw footage" videotapes of elementary school foreign language teachers. For illustration of management techniques, we have used raw footage of elementary school teachers in the Northwest who are part of our grant-funded videotape library. Our suggestions to other instructors about where to find videotapes for use in a teaching practicum include:

- networking with local schools to videotape three or four days of instruction in a given teacher's class (and then two- or three-minute segments can be identified which illustrate different management techniques, which highlight various teaching strategies, feedback responses from teacher, or other aspects of interest);
- networking with teachers in elementary school foreign language programs for permission to videotape lessons for use in methods courses
- using selected portions of commercially produced English as a Second Language Teaching Strategies videotapes (bearing in mind that often the "whole picture" of a classroom or a lesson is not present in these highly edited productions; e.g., transitions are not emphasized, "work time" is not shown).

References

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Erickson, F. (1992). Ethnographic microanalysis of interaction. In M. D. LeCompte, W. I. Milroy, & J. Preissle, (Eds.), *The Handbook of Qualitative Research in Education* (pp. 201-225). San Diego, CA: Academic Press.

Hammadou, J. & Bernhardt, E. B. (1987). On being and becoming a foreign language teacher. *Theory into Practice, 16* (4), 301-306.

Suggested References: Integrating Video into Teacher Preparation Courses

Brandt, R. (1994). On making sense: A conversation with Magdalene Lampert. *Educational Leadership, 51* (5), 26-30.

Casey, M. B., & Howson, P. (1993). Educating preservice students based on a problem-centered approach to teaching. *Journal of Teacher Education, 44* (5), 361-369.

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Research Editor: Elsa Statzner

Funding Guide for Foreign Languages Available

The Joint National Committee for Languages (JNCL) and the National Council for Languages and International Studies (NCLIS) have collaborated to prepare a guide to 1994-95 programs established to provide federal funding for foreign languages, international/area studies, English as a second language, bilingual education, literacy programs, and international business education. This guide is essential for everyone responsible for writing proposals and grants. The guide provides information on the funds available for each program, how to qualify for the funding, and who to contact for more information. The guide is available from National Textbook, 4255 West Toughy Ave., Lincolnwood, IL 60646-1975; (800-323-4900 or 708 679-5500). The order number is #EL9346-6 and the cost is $12.95.

National Foreign Language Standards (Grades K-4) Questionnaire

Introduction

If you are a teacher of foreign language at the kindergarten, first, second, third, or fourth grade level, your help is requested in defining the appropriateness of the proposed National Student Standards for foreign language instruction in grades K-4.

The National Network for Early Language Learning is collaborating with the American Council for the Teaching of Foreign Languages (ACTFL), the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), and the American Association of Teachers of Spanish and Portuguese (AATSP), by completing a feasibility study of the proposed standards. This project has been requested by ACTFL and is based on a pilot study reported by Marcia Rosenbusch at the ACTFL annual conference in Atlanta, GA in November 1994, in the session entitled "National Standards in Foreign Language Education: The Elementary Grades."

To participate, please complete the accompanying questionnaire and return the response sheet by March 30, 1995. You may mail the response sheet to Marcia H. Rosenbusch, Editor, *FLES News*, 300 Pearson Hall, Iowa State University, Ames, IA 50011 or fax it to 515-294-2776 or 9914.

Based on the results of the questionnaire, the executive board of NNELL will develop recommendations concerning the appropriateness of the proposed standards for the K-4 level which it will share with the Standards Committee and publish in the spring issue of *FLES News*.

Procedures

A. Read the five goals and the standards related to each. These goals and standards are identical for all levels of the National Foreign Language Standards, Grades K-12.

B. Read the "Sample Benchmark Tasks" which have been developed to illustrate how each standard might be taught at the K-4 Level.

C. Mark your response to this Benchmark *for the K-4 levels in the program in which you teach.* Circle the appropriate number on the scale:

1	2	3	4	5
Not feasible				Feasible–Already Met in Current Program

On this scale, consider each number to indicate the following:

1 = Not feasible with K-4 students in our program. Inappropriate for this developmental level.

2 = Not feasible with K-4 students in our program because of a lack of teacher preparation and/or program limitations.

3 = Might be feasible in our K-4 program. Would take major changes in teaching methodologies, training, and/or program administration.

4 = Feasible, but not met in our current program at the K-4 level.

5 = Feasible. Our program already meets this benchmark.

D. Summarize your answers on the accompanying response sheet and mail it to Marcia Rosenbusch, 300 Pearson Hall, Iowa State University, Ames, IA 50011 or fax it to 515-294-2776 or 9914 by March 30, 1995. Thank you!

National Foreign Language Standards
(Grades K-4) Questionnaire Response Sheet

Please mail this response sheet to Marcia Rosenbusch, 300 Pearson Hall, Iowa State University, Ames, IA 50011 or fax it to 515-294-2776 or 9914 by March 30, 1995.

1. Name (optional):_____

2. Program Description:

   a. Grade level at which program begins (Circle one)

      K 1 2 3 4 Other (specify)_____

   b. Average number of minutes/week of foreign language instruction in grades K-4

      (Write in):_____minutes/week

   c. How many weeks/year do students learn one language?_____weeks/year

3. What type of program do you consider yours to be? (Circle one)

   FLEX FLES Partial Immersion Immersion

   Other (specify)_____

   Comments (optional):

Mark your responses to the Sample Benchmark Tasks below. See "Procedures" on page 2 for an explanation of the rating scale. (Circle the appropriate response for each item.)

Goal One **Comments:**

1. 1 2 3 4 5
2. 1 2 3 4 5
3. 1 2 3 4 5
4. 1 2 3 4 5
5. 1 2 3 4 5

Goal Two **Comments:**

6. 1 2 3 4 5
7. 1 2 3 4 5
8. 1 2 3 4 5

9. 1 2 3 4 5

10. 1 2 3 4 5

Goal Three **Comments:**

11. 1 2 3 4 5

12. 1 2 3 4 5

13. 1 2 3 4 5

14. 1 2 3 4 5

15. 1 2 3 4 5

Goal Four **Comments:**

16. 1 2 3 4 5

17. 1 2 3 4 5

18. 1 2 3 4 5

19. 1 2 3 4 5

20. 1 2 3 4 5

Goal Five **Comments:**

21. 1 2 3 4 5

22. 1 2 3 4 5

General Comments (Optional):

National Foreign Language Student Standards: Grades K-4 (Revised 11/1/94)

GOAL ONE: Communicate in Languages Other Than English

STANDARD 1.1: Students will use the target language to participate in social interactions and to establish and maintain personal relationships in a variety of settings and contexts. They will

- discuss topics of interest through the expressions of thoughts, ideas, opinions, attitudes, feelings, and experiences;
- participate in social interactions related to problem solving, decision making, and other social transactions.

Sample Benchmark Tasks

1. Students will give and follow simple instructions by participating in various games or other activities with partners or groups.

   1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

2. Students will express likes and dislikes regarding various objects, categories, people, and events present in their everyday environment.

   1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

3. Students will produce lists of items necessary to plan events or activities (i.e., picnic, birthday party, science project, craft) through pair and group work.

   1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

STANDARD 1.2: Students will use the target language to obtain, process, and provide information in spoken or written form on a variety of topics of academic, personal, cultural, and historic interest. They will

- obtain information including general ideas and/or specific details from spoken or written texts, radio, television, film, and face-to-face communication;
- process (i.e., select, categorize, analyze, organize, and synthesize) information;
- provide information in spoken or written form.

Sample Benchmark Tasks

4. Students will describe family members, friends, and people deemed important to the learners, objects present in their everyday environment, and common school and home activities.

   1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

STANDARD 1.3: Students will use language for leisure and personal enrichment. They will

- listen to, read, or view stories, plays, poems, or other literature, films, songs, or visual works of art for personal enjoyment, engagement in conversation, or interaction with others about it;
- respond in spoken or written form (describe, express opinion and appreciation, and analyze) to stories, plays, poems, or other literature, songs, films, or visual works.

Sample Benchmark Tasks

5. Students will comprehend oral messages such as personal anecdotes, familiar fairy tales, and other narratives based on familiar themes and vocabulary.

1	2	3	4	5
Not feasible				Feasible–Already Met in Current Program

GOAL TWO: Gain Knowledge of Other Cultures

STANDARD 2.1: Students will demonstrate knowledge of the components of the target culture. They will

- explore both the expressive and utilitarian forms developed by the target culture;
- describe the patterns of behavior that are derived from the cultural beliefs and values;
- identify and analyze the themes, value systems, mind set, and beliefs that form the world view of the target culture;
- discuss the significance of these contributions to the world community.

Sample Benchmark Tasks

6. Students will use appropriate gestures and oral expressions for greetings, leave takings, and common or familiar classroom interactions.

1	2	3	4	5
Not feasible				Feasible–Already Met in Current Program

7. Students will participate in age-appropriate cultural activities such as games, songs, birthday celebrations, story telling, dramatizations, or role playing.

1	2	3	4	5
Not feasible				Feasible–Already Met in Current Program

8. Students will identify patterns of behavior or interactions in various settings, such as school, family, and the immediate community.

1	2	3	4	5
Not feasible				Feasible–Already Met in Current Program

ACTION RESEARCH PLAN

NNELL invites members to become researchers in their own classrooms. Please read the article in *FLES News* 8 (1), Fall 1994, *The Teacher's Voice: Action Research in Your Classroom*, by Anna Uhl Chamot, pp. 1, 6-8. If you would like more information, or would like feedback on a possible research plan you have in mind, contact Mari Haas at the address listed here. If you have formulated a research question and a plan, please fill out this sheet and return it to Mari Haas, NNELL President, Teachers College, Columbia University, Box 201, New York, NY 10027.

Name: _____ Date: _____

School: _____

Address: _____

_____

City State Zip

Phone (H): _____ (W): _____

Fax: _____ E-mail: _____

1. Provide a brief description of your school and language program:

2. List language(s) you teach:

3. Describe the age/grade level and previous language study of your students:

4. Describe your research topic:

5. Describe the instrument(s) for collecting data:

6 Describe your data collection plan.

7 Describe your data analysis plan.

8 Explain your expected findings.

9 How will you use the results of your research?

9. Students will observe and identify utilitarian forms of the target culture such as toys, dress, types of dwellings, and typical foods.

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

10. Students will identify or read about and react to expressive forms of the target culture such as children's songs, simple selections from authentic children's literature, and types of artwork for graphic representations enjoyed or produced by the peer group in the culture studied.

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

GOAL THREE: Acquire Information and Connect with Other Disciplines

STANDARD 3.1 Students will use the target language to gain access to information and perspectives that are only available through the target language or within the target culture. They will

- use this information and perspective to expand their personal knowledge and experience;
- use authentic documents, media, and contact with members of the target culture.

Possible Benchmark Tasks

11. Students will respond to a dramatization of a target language text (e.g., fairy tale).

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

12. Students will examine a target language source intended for same-age native speakers and identify the major elements of the source material (e.g., what it is, why peers use it, where it might be found).

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

STANDARD 3.2: Students will use the target language to reinforce and further knowledge of other disciplines. They will

- use the target language to discuss their current knowledge of topics from other curricular areas, orally and in writing.

Possible Benchmark Tasks

13. Students will use information from a story being studied in the target language and connect elements (e.g., color symbolism, geographical setting, genre characteristics) from the story to other school subjects.

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

14. Students will participate in an activity in the foreign language class based on a particular concept from one of their other classes.

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

15. Students will learn vocabulary or concepts related to a topic being studied in another class (e.g., geographical place names, parts of the body, basic mathematical manipulations).

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

GOAL FOUR: Develop Insight into Own Language and Culture

STANDARD 4.1: Students will recognize that different languages use different patterns to communicate. They will

- recognize, compare, and contrast language patterns in the target language and their own.

Possible Benchmark Tasks

16. Students give examples of word borrowings from one language to another and develop an understanding of this process.

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

17. Students demonstrate awareness of the sound system and writing system of the target language and how these differ from the same elements of English by distinguishing between the two.

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

STANDARD 4.2: Students will recognize that cultures view situations from varying perspectives and evolve different patterns of interaction. They will

- compare and contrast the themes, value systems, mind set and beliefs which form the world view of both their own and the target culture;
- compare and contrast the patterns of behavior which are derived form the cultural beliefs and values.

Sample Benchmark Tasks

18. Students will demonstrate a knowledge of the patterns of behavior of the target culture(s) related to recreation, celebrations, etc., and identify similar and different patterns of behavior in their local culture.

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

19. Students will identify expressive and utilitarian forms evident in their local culture (e.g., signs, symbols, advertisements, packages, displays, murals, songs, rhymes, etc.).

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

20. Students will identify and describe some cultural beliefs and attitudes of people in both their own and the target culture relating to family, school, work, and play.

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

GOAL FIVE: Participate in Multilingual Communities and Global Society

STANDARD 5.1: Students will use the language both within and beyond the school setting with representatives of the target cultures in a variety of ways. They will

- interact directly with speakers of the target language either through face-to-face conversations or written texts;
- access information to discover applications of the target language within the community and internationally.

Sample Benchmark Tasks

22. Students exchange information about family, school events, and celebrations in written form via letters, e-mail, or in audio formats.

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

23. Students will interact with members of the community who are involved in social service professions to hear how these community representatives use the target language on a daily basis. The students ask questions to further their understanding of how the target language is used to assist other members of the community.

1 Not feasible 2 3 4 5 Feasible–Already Met in Current Program

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES News *editor for review.*

German

Derkow-Disselbeck, B., Kirsch, D., Tschöke, W. & Scherling, T. (1993). *Anna, Schmidt und Oskar. Ein Fernseh- und Videosprachkurs für Kinder.* Munchen: Langenscheidt. Available from Langenscheidt Publishers, 46-35 54th Road, Maspeth, NY 11378 (800-432-6277). *Bilderbuch*—$16.50. *Übungsbuch*—$13.00. Audio cassettes 1a & 1b—$13.00 each. Video cassettes—$51.00 each. *Lehrerhandbuch*—$13.00.

Anna, Schmidt und Oskar is a delightful new series for children incorporating video, audio, and written materials. The main characters of the series are: Anna, an 18-year-old, fun-loving, base violin student; Schmidt, Anna's elderly neighbor, friend, and amateur magician; and Oskar, a playful puppy with a never ending appetite. The two 90-minute video cassettes follow the three characters on a myriad of interesting adventures which introduce the students to everyday German vocabulary and situations embedded in authentic locations and language. The video was filmed in Germany which provides the teacher with many examples of German culture, architecture, dress, among other topics.

The *Bilderbuch* reinforces what the students experience from the videos and further develops stories and poems from German children's literature retold by Herr Schmidt. The *Bilderbuch* is very visually appealing with color stills from the videos and cartoon drawings. The *Übungsbuch* coordinates with the videos and *Bilderbuch*, reinforcing vocabulary and themes in a playful way. Included in the *Übungsbuch* are activities, games, crafts, and recipes corresponding to the story so that students use the language they are learning in a meaningful way.

In addition to the materials described above, two audio cassettes are also available in this series. Cassette 1a accompanies the *Bilderbuch*, and cassette 1b accompanies the *Übungsbuch*. Each audio cassette contains readings and activities for the students to complete using the appropriate book. This series is intended for use either in a classroom or by an individual child at home. Its flexible nature makes it very adaptable both within and outside the traditional classroom. A second level of *Anna, Schmidt und Oskar* is currently in production and should be available soon. For more information, please contact Langenscheidt Publishers.

German Resources Editor: Cindy Sizemore

French

Bowers, I. (1994). *Bonjour, Mes Amis!* (L. Weller, Illustrator). New York: Barron's Educational Series. Activity book and tapes.

As a teacher of French, I am often asked by parents to recommend a tape that children can listen to at home. I am delighted to have discovered *Bonjour, mes amis*, a program for young children consisting of two one-hour audio tapes and an activity book. This program avoids the pitfalls of most home learning tapes, which are boring and provide meaningless repetition. The author apparently knows that children learn best when their imagination is engaged.

The narrator, Gabrielle, invites the listener to join her in a charming world of amusing characters (a duck named Coin-Coin, a baby elephant named Fan-Fan, an engaging cast of real French boys and girls). What I found most unusual and appealing was the way the listener is encouraged to become a part of the story by responding directly to the narrator, the characters, the situations, and the song on the tape. Sound effects are cleverly used to teach vocabulary. The tape and the activity book are synchronized so that the child looks and touches as he/she listens. The full color pictures are very attractive. This is a very well conceived and executed package that can produce real learning. I recommend it to parents who want to give their children a head start in French. Although *Bonjour, mes amis* is probably not meant for the language classroom, I can see it as a supplement to a FLEX program.

French Resources Editor: Myriam Chapman

Spanish

Nakano D. (1989). *Siguiendo instrucciones: Lee, escribe, pinta.* (C. Noboa-Castro, Trans.). Palos Verdes Estates, CA: Frank Schaffer Publications. Nakano, D. (1989). *Comprensión de primaria. Grades 1-2.* (F. Tello, Trans.). Palo Verdes Estates, CA: Frank Schaffer Publications. Conklin, L. (1989). *Lee, escribe y dibuja: Grades 1-3.* (A. Laner & F. Tello, Trans.). Palos Verdes Estate, CA: Frank Schaffer Publications. All available from publisher at 1028 Via Mirabel, Palos Verdes Estates, CA 90274.

For teachers interested in moving students into reading and writing, these books provide a resource for this transition. The first book of blackline masters contains sentences that have a word missing. Students choose the missing word from one of the words which accompanies the blackline picture. The answer is obvious if students use the contextual clues. By reading the sentences, students also will know which colors to use for coloring the various objects named in the picture. In the second two books, short stories (less than 60 words) are followed by literal comprehension questions whose wording parallels the text of the story. This material is excellent for instructing students in the difference between the structure of questions and statements. The activities can be completed in whole group, cooperative groups, or individually. The three books are listed in order of difficulty, the first being the easiest. These books should not be used as the basis for a reading/writing program, but as supplement to provide structured success for students. The books are best for students in first or second grade immersion classes and for FLES students who are beginning to read text.

Spanish Resources Editor: Susan Wolter

Conference Calendar *from page 3*

June 25-July 21: **Japanese Elementary Immersion Institute.** Pacific University, Forest Grove, OR. Mary Bastiani, Japanese Immersion Institute, Portland Public Schools, Instructional Support Services, P. O. Box 3107, Portland, OR 97208 (503-249-2000, ext. 4392).

June 27-July 1; July 11-15; July 25-29 (workshops conducted in English) August 8-12; August 15-19 (workshops conducted in Spanish): **Workshops on Books in Spanish for Young Readers.** California State University–San Marcos, San Marcos, CA. Dr. Isabel Schon, Center for the Study of Books in Spanish for Children and Adolescents, College of Education, California State University–San Marcos, San Marcos, CA 92096-0001 (Fax: 519-752-4073).

July 1-July 29: **Summer Program for Teachers of Spanish, Juan Carlos Fellowships.** Madrid, Spain. The Global Campus, University of Minnesota, 106RC Nicholson Hall, 216 Pillsbury Dr. SE, Minneapolis, MN 55455-0138 (612-626-7138; Fax: 612-626-8009; e-mail: globalc@marcon.tc.umn.edu).

July 5-August 7: **Project Pluma: Writing Through Content in the 4th-12th Grade Spanish Class.** (For teachers within 100 miles of New York City.) Teachers College, Columbia University, New York, NY. Mari Haas, Institute for Urban and Minority Education, Teachers College, Columbia University, 525 West 120th Street, Box 201, New York, NY 10027 (212-678-3817).

July 17-27: **Teacher Partnership Institute.** Iowa State University, Ames, IA. Marcia H. Rosenbusch, Director, National K-12 Foreign Language Resource Center, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-6699, Fax: 515-294-2776 or 9914; e-mail: nflrc@iastate.edu).

July 25-31: **Workshop in Mexican Culture and Civilization.** Central College Center, Mérida, Mexico. Anne Fountain, Peace College, Raleigh, NC 27604-1194 (919-508-2203 or 919-834-4056).

July 25-31: **The National FLES Institute of U.M.B.C.** University of Maryland, Baltimore County, MD. Gladys Lipton, U.M.B.C.-M.L.L., Baltimore, MD 21228 (301-231-0824).

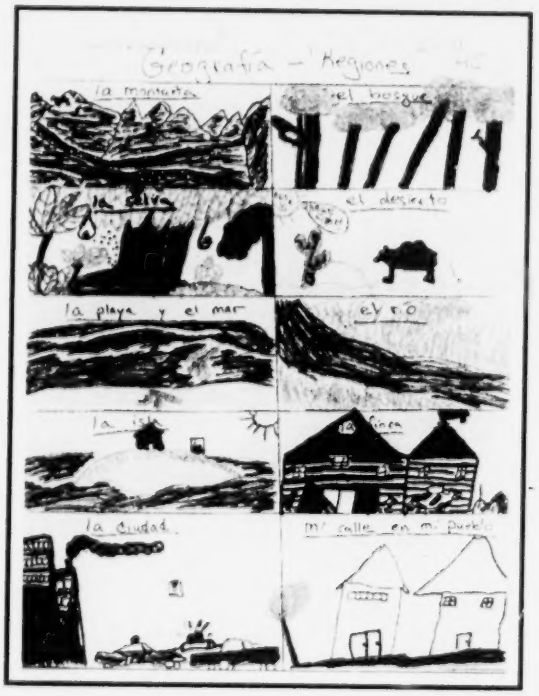
August 11-18: **New Technologies in the Foreign Language Classroom.** Iowa State University, Ames, IA. Marcia H. Rosenbusch, Director, National K-12 Foreign Language Resource Center, 300 Pearson Hall, Iowa State University, Ames, IA 50011 (515-294-6699; Fax: 515-294-2776 or 9914; e-mail: nflrc@iastate.edu).

CALL FOR PAPERS

October 13-14: **WAFLT-COFLT Joint Fall Conference-1995.** Proposal information: Rosemary Leiva, 1412 South 33rd. Ave., Yakima, WA 98902 (509-965-2040). Proposal deadline: April 15.

November 15-17: **Advocates for Language Learning/Second Language Acquisition by Children Conference.** Fullerton, CA. Proposal information: Paul Garcia, School District of Kansas City, 301 E. Armour Blvd., #620, Kansas City, MO 64111 (816-871-6317). Proposal deadline: June 1.

Children's Classroom Creations



Emily DeGemmis
Grade 4
Marlborough Elementary School
Marlborough, CT 06447
Christi Rentsch de Moraga, Spanish Teacher

FLES News *enjoys including children's work in the second language. We encourage you to send works that lend themselves to copying, such as line drawings, short stories, or poems. If you would like a work returned to you, please enclose a stamped self-addressed envelope. Please include the child's name, age, school, and teacher's name, as well as written permission from the child and his or her parents or guardians. Send the original copy of the child's work to the editor, Marcia Rosenbusch.*

Update on NNELL State Representatives

Pacific Northwest

Committee Members

Lynette Fujimori	Hawaii
Al JeKenta	California

Southwest

Committee Members

Joseph Harris	Colorado

Northeast

Committee Members

Nancy Hernandez	Connecticut
Mary J. Sosnowski	Massachusetts
Marcie Heffler	New York
Sandy Dunne	Pennsylvania
Susan Eimas	Rhode Island
Janet Glass	New Jersey
Cynthia Koren Gerstl	Maryland
Susy Calvert	West Virginia
Rachelle Morea	Virginia

South

Committee Members

Pat Nix	Alabama
Sue Bizerra	Florida
Kim Zemmali	Georgia
Marcia Dabkowski	Louisiana
Teresa Arrington	Mississippi
Sharon McCollough	South Carolina
Carole Orringer	North Carolina
Patti Davis Wiley	Tennessee
Deborah Harki	West Virginia

Children's *Rondas from page 4*

Note

The videotape of *Juegos infantiles cantados de México* contains the following rondas: *Matarile-rile-ró, La rueda de San Miguel, Víbora de la mar, Las estatuas de marfil, Juan Pirulero, Naranja dulce, Doña Blanca.* The videotape comes with a written script of the songs, instructions to play the games, and musical notation for the songs. If you are interested in ordering the video, please send $15 to cover the cost of copying and shipping to: Janet Glass, 93 Glenwood Ave., Leonia, NJ 07605.

References

Mendoza, V. T. (1951). *Lírica infantil de Mexico*. México, D.F.: Fondo de Cultura Economica.

Moncada García, F. (1985). *Juegos infantiles tradicionales*. México, D. F.: Liberia imagen editores.

Stark, R. B. (1973). *Juegos infantiles cantados en Nuevo México*. Santa Fe: Museum of New Mexico Press.

Lipton Receives ACTFL Award

Dr. Gladys C. Lipton was the recipient of the 1994 ACTFL Florence Steiner Award, K-12, for Leadership in Foreign Language Education, at the annual meeting of the American Council on the Teaching of Foreign Languages in Atlanta, GA, November 1994. The contributions of Dr. Lipton to the foreign language education profession are remarkable and broad. She has had a particularly strong impact on K-12 instruction. National and internationally recognized for her work with foreign languages in elementary schools, she is a tireless contributor to teacher education and the promotion of elementary programs. Dr. Lipton's accomplishments include a wide range of publications and professional experiences as well as a long history of advocacy. Her assignments have ranged from citywide coordinator of elementary foreign language programs in New York City and later assistant director, K-12 programs, to program coordinator for the Anne Arundel County Schools in Maryland, to her current position at the University of Maryland, Baltimore County. She is also the former editor of the *Newsletter of the Northeast Conference on the Teaching of Foreign Languages*. Dr. Lipton is a founding member of NNELL and served as the organization's first treasurer. The list of Dr. Lipton's presentations is distinguished, ranging from keynote addresses to international consultations, and she has been recognized with numerous honors and awards for her outstanding contributions to the profession.

New Teacher Preparation Publication Available

Colloquium on Teacher Preparation for Elementary School Foreign Language Programs, Proceedings of the New York Colloquium 1993 is a report on the second in a series of seminars supported by the Goethe Institute in cooperation with the American Association of Teachers of German. This 60-page publication, edited by Greg Duncan, features papers on current trends in U.S. teacher preparation, K-12 language standards, entry level and accomplished teacher standards, Goals 2000, a listing and description of current models for the preparation of elementary school language teachers, and a vision for the future. The appendices include an overview of the August 1994 draft of the National K-12 standards, the accomplished teacher standards from the National Board on Professional Teaching Standards, examples of elementary school language teacher competencies, and a questionnaire on teacher education and preparation. The 1991 and 1993 proceedings are each $22.00. Order from AATG, 112 Haddontowne Ct. #104, Cherry Hill, NJ 08034-3668.

Welcome to Gilda Oran-Saperstein, Assistant Professor of Education, Bloomsburg University of Pennsylvania, Harrisburg, Pennsylvania, who has accepted the position of Teaching Methods Contributing Editor for *FLES News*.

FLTEACH: An Internet Connection for Foreign Language Educators

Janine Onffroy Shelley
National K-12 Foreign Language Resource Center
Iowa State University
Ames, IA

Telecommunications, specifically **computer-mediated communication**,[1] is able to unite foreign language teachers around the world through **electronic mail**.[2] Those of you who have access to a computer, **modem**,[3] and phone line are able to regularly dialogue with hundreds of foreign language teachers about all aspects of foreign language education. FLTEACH is a **listserv**[4] with about 400 **subscribers**[5] dedicated to presenting issues such as favorite films for the classroom, audio-lingual vs. the communicative approach, how to use technology, and where to find the words to a specific song.

A new special topics group, FLES, has now been added to FLTEACH specifically for foreign language teachers in the elementary school.

As a first-time subscriber, you will need to follow two steps to receive FLTEACH FLES.

1. Subscribe to FLTEACH

Send a message to: LISTSERV@UBVM.cc.buffalo.edu (no subject needed on the "subject" line).

a. As a "message" type: SUBSCRIBE FLTEACH *Your Name* (e.g., Janine Shelley). Then send the message.

b. You will soon receive a confirmation message from the listserv to which you need to respond within 72 hours. You will then receive a welcome message with directions and suggestions on how to use the listserv. This message will address how the message appears in your mailbox, how to respond to messages, and how to take care to distinguish whether you are responding to the whole group or just the individual who sent the message. Keep this message in a safe place—in an on-line file, or print it out—so you will know how to stop receipt of messages for a short time, or unsubscribe permanently from FLTEACH.

c. Later you will receive an on-line biography form to fill out which will be made available on-line to all subscribers of FLTEACH.

2. Subscribe to the subtopic FLES:

(Prepared by Jean W. LeLoup and Robert Ponterio, the co-moderators of FLTEACH [1994].[6]

There will be three TOPICS options:

a. If you wish to receive all of the discussion on FLTEACH including the FLES group's discussion, you should send a command to: LISTSERV@UBVM.cc.buffalo.edu

This command is the single line: SET FLTEACH TOPICS: ALL

b. If you wish to participate ONLY in the FLES discussion, you will need to send a command to: LISTSERV@UBVM.cc.buffalo.edu

This command is the single line: SET FLTEACH TOPICS FLES

If you do this, you will no longer receive any other FLTEACH mail.

3. Sending a message to FLTEACH:

To send a message to everyone on the FLTEACH list, you should address your messages as follows:

to: FLTEACH@UBVM.cc.buffalo.edu

If you wish to send mail that the FLES group will receive, you need to begin your SUBJECT line with "FLES":

to: FLTEACH@UBVM.cc.buffalo.edu
subject: FLES: *your subject* (e.g., FLES:teacher preparation)

Do not forget the colon and remember that any message that does not begin with "FLES:" will not be sent specifically to the FLES group.

If after you have double checked your address and the subject message and the listserv computer does not recognize either your "subscribe" or "topics" request, you should contact Jean W. Leloup (LeLoupJ@syncorva.cortland.edu) or Robert Ponterio (PonterioR@syncorva.cortland.edu) to request access.

It is hoped that this FLES subtopic of FLTEACH will make it possible for professionals involved in elementary school foreign language education, who might otherwise not find time to participate in FLTEACH, to engage in discussion about the future of this exciting area of our profession.

Footnotes

[1]**computer-mediated communication**: A form of communication that uses a computer, as one would use a telephone, to network. Rather than transmitting information in the form of voice, information is transmitted in the form of text by means of a computer linked to a **modem** and a telephone system.

[2]**electronic mail (e-mail)**: A message, typed on a computer, that is transmitted to another computer where it is held in an "electronic mailbox" until the person for whom it is intended reads it on a computer.

[3]**modem**: A device that converts digital information (required by the computer) into audio information (required by the telephone) and back again, allowing one to send and receive computer information over a phone line.

[4]**listserv**: A group of people with similar interests who are able to send e-mail messages to every member's electronic mailbox by addressing the message to the "list" of subscribers. There are thousands of lists to which subscription is possible.

[5]**subscriber**: A member of listserv who receives all of the e-mail messages sent to the list. It costs nothing to "subscribe" to a list.

[6]LeLoup, Jean W. & Ponterio, Robert. (1994). FLTEACH listserv, November 11.

Technology Contributing Editor Position Created

A search is now open for a new contributing editor for Technology. Contributing editor appointments are made annually by the editor, and are competitive positions. The responsibilities of this editor are to:

- Solicit, select, and submit articles and reviews of materials on technology for the K-8 classroom;
- Verify that text is in the specified publication format and is typed and double-spaced;
- Submit complete and accurate information that is checked for spelling, and clarity;
- Meet the deadline specified by the editor for submission of information.

To apply for this position, submit the following to the editor by May 1, 1995:

1. A resume including your name, home address and telephone; your title, school address, and telephone; your professional training, work experience, and experience with technology.
2. State the position for which you are applying.
3. Write a paragraph explaining why you are interested in this contributing editor position.
4. Define a plan for possible topics to be addressed and a plan for obtaining articles and materials for review.

Factors affecting the selection of contributing editors include: quality of the application and, where possible, geographic representation. The new contributing editor will assume the position for the fall issue of 1995. Send applications to Marcia H. Rosenbusch, Editor, *FLES News*, Department of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011 (515-294-6699; Fax: 515-294-2776 or 9914; e-mail: mrosenbu@iastate.edu).

Membership Form (1994–1995)

FLES News, National Network for Early Language Learning (NNELL)

Please enroll me as a member of the National Network for Early Language Learning and send me a one-year subscription to *FLES News*. I am enclosing my check for $12.00. Overseas rate is $15.00. (Make checks payable to NNELL.)

Name: _____

Title or grade level: _____

School or affiliation: _____

Mailing address: _____

City, State, & Zip: _____

Check whether this address is _____ Home _____ School

_____ Check here if this is a renewal. _____ Check here if this is a change of address from last year.

Mail check (no purchase orders accepted) and this order form to:
Nancy Rhodes, Executive Secretary, National Network for Early Language Learning,
Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037

NNELL Annual Meeting Report

The annual meeting of the Executive Board of the National Network for Early Language Learning was held in Atlanta, GA, November 17 from 8:00 am to 5:00 pm at the conference of the American Council on the Teaching of Foreign Languages. The decisions made include the following:

- New officers Mary Lynn Redmond, Second Vice-President, and Marty Abbott, Treasurer, were welcomed.
- The title of *FLES News* will change in the fall of 1995 to *Learning Languages: The Journal of the National Network for Early Language Learning*. In the new journal, the Research section will become a refereed section and a new section on technology will be added. (See call for applications for a contributing editor for technology in this issue.) The popular sections of Classroom Activities and Resources for Your Classroom will be expanded.
- The cost of membership in NNELL beginning in the fall of 1995 will be $15. The overseas rate will be $20. This is the first increase since 1991.
- The Executive Board will begin to use electronic mail (e-mail) for regular communication purposes. The e-mail addresses currently available for board members are listed on page 2 of the newsletter.
- Three states that have expressed an interest in establishing a local NNELL chapter will be invited to pilot such chapters: Iowa, Washington, and Alabama. Each will report on their activities and recommendations to the Executive Board at the next annual meeting. At this time, the board will determine a position on the existence of local chapters.
- A brochure on the question, "Why start early?" will be published by NNELL by fall 1995.
- A political action packet will be prepared by the Political Action Committee.
- Possible logos for NNELL were discussed. A final decision, after redrafting of several logos, will be made by the Board.
- The budget was approved. (For a copy of the budget, contact the NNELL Treasurer).

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FLES NEWS

NATIONAL NETWORK FOR EARLY LANGUAGE LEARNING

Volume 8, Number 3 Spring 1995

Hawaiian Language Immersion: Lessons from a Six-Year Study

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The Hawaiian Language Immersion (HLI) program is a major initiative to reinstate, modernize and preserve the language and culture of Hawai'i through its children. The HLI program began as an important sociocultural innovation in public education in Hawaii in the fall of 1987 with two small combination classes of kindergarten and first grade students on two islands. By 1995, there were 756 students enrolled in HLI in kindergarten through grade eight on five of the eight Hawaiian islands. Students in the HLI program, which is backed by the state legislature and the Hawai'i Department of Education, are totally immersed in Hawaiian during school hours until grade five and six, during which time approximately one hour a day is allotted for instruction through the medium of the English language.

Background

The HLI program is best understood within the rich cultural and historic context of Hawai'i, a state that only 101 years ago was an independent sovereign island kingdom with a flourishing multi-ethnic Hawaiian-English bilingually-conducted Hawaiian government, society, and culture. Until the development of the immersion program, Hawaiian had not been used as a medium of instruction in the Hawaiian public schools for almost 100 years. Soon after the overthrow of the Hawaiian monarch, the use of the Hawaiian language was discouraged or banned outright in the government and schools, and replaced by English. At the turn of the century, the indigenous language was denigrated, and many people stopped teaching the language to their children in the hope that their children would be able to succeed in an English-speaking world. Through the years, fewer and fewer of the indigenous people learned to use the Hawaiian language. By the 1980s it was believed that fewer than 1,000 first language speakers of Hawaiian remained. The fear that the Hawaiian language was becoming extinct, and with it the loss of the culture, has been the primary motivation for initiating an immersion program in the schools. For the Hawaiian people who are involved in the immersion movement, the HLI program is a necessary part of their own linguistic and cultural survival.

Although the goals of the HLI program include offering students the full range of curriculum through the medium of Hawaiian, the thrust of curriculum development over the life of the program has suggested that the Hawaiian language community, teachers, and parents expect a Hawaiian-centric focus to the curriculum rather than a "translated version" of the English medium curriculum.

Evaluation of the First Cohort to Complete Sixth Grade in the Hawaiian Language Immersion Program

This article contains the results and interpretation from the mid-point of a longitudinal study for the first group of students, known as the "pioneer" group. It has been important to caution decision-makers that the evaluation of the sixth grade "is not a summative evaluation of the Hawaiian Language Immersion Program, but rather it is a progress report concerning the status of a small group of students who formed the top half of the combination classes who participated in the very first year of the program." At this time, an evaluation of HLI can be only a partial indication of the impact of the immersion program because the first cohort of students has each year used a curriculum that was just being developed. It has been difficult, if not impossible, for the Hawai'i Department of Education to provide a Hawaiian language medium curriculum which is parallel to the one students would have received in English medium classrooms.

This has been due to several factors, including 1) lack of translated and/or original printed curriculum materials in the medium of the Hawaiian language, 2) necessary experimentation concerning the direction and content of the curriculum, 3) inexperience of some teachers in teaching, and of all teachers, in the beginning years, of teaching through Hawaiian, and 4) continuous placement of the first cohort of students in the same combination classroom with younger students. Therefore, this first small cohort, and the next several grade levels as well, are not representative of the other, larger groups who will follow and who will, hopefully, have the benefit of more extensive program development efforts, teacher training, and Hawaiian language curriculum materials and books.

On the other hand, the first cohort has had several advantages, which include 1) being the focus of favorable attention for their remarkable oral fluency and their reading and writing skills, 2)

(Continued on page 4)

Notes from the President

As I write this, I have just returned from the Central States Conference where NNELL sponsored an excellent and informative session on political action, as well as a very productive networking session. It is clear that advocacy is important. The federal government needs to hear our voices in support of language and literacy programs. If we do not act now, the funding for many of the programs for which we have worked so hard will be decreased or eliminated. At this time, in the 50 states, there are only 12 full-time foreign language supervisors. The rest of the supervisors have been replaced with generalists. In a number of states, language programs are in serious jeopardy. For example, the Governor of New York proposes to eliminate funds for language study in the middle school grades. Senate Bill 16 in North Carolina proposes to cut the State Department of Public Instruction by 50% and focus on the "basics": reading, writing, and arithmetic. This bill may lead to the elimination of state support for language study in a state that had mandated an early start in languages for all children. You will find an insert in this issue on how you can contribute to the effort to save the funding for language programs. As one of the participants at the networking session said, "even *five* letters make a difference." Please take the time to act now.

Thanks to all of you who completed the standards questionnaire (see *FLES News* 8 (2) insert). In this issue, you will find a report on the results of this study, which has been shared by NNELL with the Standards Task Force. The task force will use these findings as they prepare the final standards document.

NNELL is interested in questions you have about your teaching or how your students are learning. We can help you design a simple research project to answer your questions. Here are a few research results from the New York area: Emily Francomano, from The Day School in Manhattan, found that it did make a difference when she spoke only Spanish in her classes and expected her students to do the same. Betty DeGuzman, from Summit Middle School in New Jersey, began keeping portfolios with her students and found that portfolios are an excellent way to motivate students and share information with parents. Paula Jay McCalla, a Spanish teacher at John Jay High School in Brooklyn, planned a unit on the art of Frida Kahlo and found that when her students worked in cooperative groups they felt more comfortable and were able to write more interesting and complete descriptions of the artwork.

Please keep NNELL informed about your research and advocacy efforts. Thank you!

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FLES? News is a newsletter for educators interested in providing quality foreign language instruction for children. The newsletter provides information on classroom activities, resources, teaching methods, recent research, and upcoming conferences. *FLES News* provides a means of sharing information, ideas, and concerns among teachers, administrators, researchers, and others who are interested in the teaching of foreign languages to young children.

FLES News is published three times a year (fall, winter, and spring) by the National Network for Early Language Learning (NNELL). *Editor* Marcia Rosenbusch, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011, (e-mail: mrosenbu@iastate.edu). NNELL executive committee members are: *President* Mari Haas, Teachers College, Columbia University, 525 W. 120th St., Box 201, New York, NY 10027, (e-mail: mbh14@columbia.edu); *First Vice-President* Eileen Lorenz, Montgomery County Public Schools, 850 Hungerford Dr., Rockville, MD 20850, (e-mail: elorenz@umd5.edu); *Second Vice-President* Mary Lynn Redmond, Wake Forest University, Department of Education, Box 7266, Reynolda Station, Winston-Salem, NC 27109, (e-mail: redmond@wfu.edu); *Secretary* Patty Ryerson, Wellington School, 3650 Reed Rd., Columbus, OH 43220; *Treasurer* Marty Abbott, Fairfax County Public Schools, 7423 Camp Alger Ave., Falls Church, VA 22042, (e-mail: 74553.211@compuserv.com); *Past-President* Audrey Heining-Boynton, Foreign Language Education, CB #3500 Peabody Hall, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500, (e-mail: alheinin@email.unc.edu); *Executive Secretary* Nancy Rhodes, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037, (e-mail: nancy@cal.org); *Membership Secretary* Lupe Hernández-Silva, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037, (e-mail: lupe@cal.org).

Committee appointments are: *Bylaws* Maureen Regan-Baker, 2120 N. Clark, Chicago, IL 60614; *Membership/publicity* Virginia Gramer, Monroe School, Foreign Language Office, 210 N. Madison, Hinsdale, IL 60512; *Political action* Gilda Oran-Saperstein, 3540 Green St., Harrisburg, PA 17110; *Central States Conference representative* Debbie Wilburn-Robinson, Ohio State University, 276 Cunz Hall, 1841 Millikin Rd., Columbus, OH 43210, (e-mail: dwilburn@magnus.acs.ohio-state.edu); *Pacific Northwest Council representative* Jo Ann Olliphant, 11004 11th St. SW, Tacoma, WA 98498; *Northeast Conference representative* Harriet Barnett, 225 Clinton Ave., Dobbs Ferry, NY 10522; *Southern Conference representative* Carine Feyton, University of South Florida, College of Education, EDU 306H, Tampa, FL 33620-5650, (e-mail: feyton@madonna.coedu.usf.edu); *Southwest Conference representative* Joseph Harris, Harris Bilingual Immersion School, 501 East Elizabeth, Fort Collins, CO 80524.

Contributing editors for the newsletter by topic are: *Classroom activities* Diane Fagin Adler, North Carolina State University, Department of Foreign Languages and Literatures, Box 8106, Raleigh, NC 27695-8106; *Conferences* Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111; *Funding information and new legislation* Joint National Committee for Languages, 1118 22nd St. NW, Washington, DC 20037; *International news* Helena Curtain, 10523 W. Hampton Ave., Milwaukee, WI 53225, (e-mail: hcurtain@csd.uwm.edu); *Research* Elsa Statzner, 1209-A Central St., Evanston, IL 60201; *French resources* Myriam Chapman, Bank Street School for Children, 610 W. 112th St., New York, NY 10025; *German resources* Cindy Sizemore, 4045 N. Avenida Del Cazador, Tucson, AZ 85718; *Spanish resources* Susan Wolter, 6894 N. Park Manor Dr., Milwaukee, WI 53224; *Teaching methods* Gilda Oran-Saperstein, 3540 Green St., Harrisburg, PA 17110.

Membership dues for NNELL, which include a subscription to the journal that will replace *FLES News* in fall 1995, *Learning Languages: The Journal of the National Network for Early Language Learning* are $15/year ($20 overseas). Please send your check to: Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037.

FLES News wants to hear from its readers. Send letters to: Marcia H. Rosenbusch, Editor, Department of Foreign Languages and Literatures, 300 Pearson Hall, Iowa State University, Ames, IA 50011. Send contributions to be considered for publication to the appropriate contributing editors at the addresses listed above. Deadlines for information are: fall issue—May 1; winter issue—Nov. 1; spring issue—Feb. 1.

Readers are encouraged to make copies of this newsletter and share them with colleagues. Articles may be reprinted citing *FLES News*, National Network for Early Language Learning, as the source.

†Foreign Language in the Elementary School

Nominations Sought

NNELL is currently seeking nominees for the executive board positions of second vice-president and secretary. Nominations of current NNELL members should be sent no later than **June 10** to Audrey Heining-Boynton, Foreign Language Education, CB #3500 Peabody Hall, University of North Carolina at Chapel Hill, Chapel Hill, NC 27599-3500; (e-mail: alheinin@email.unc.edu).

Conference Calendar

International, national, and regional conferences and workshops are previewed in this section of the newsletter. Please send information on conferences and workshops to the Conferences editor: Susan Walker, 4560 Ohio Ave., St. Louis, MO 63111.

1995 FALL CONFERENCES

August 7-11, 1995: **American Association of Teachers of Spanish and Portuguese (AATSP)**. San Diego, CA. Lynn Sandstedt, Executive Director, AATSP, University of Northern Colorado, Greeley, CO 80639.

October 13-14, 1995: **WAFLT-COFLT Joint Fall Conference**. Rosemary Leiva, 1412 South 33rd Ave., Yakima, WA 98902 (509-965-2040).

October 19-21, 1995: **Research and Practice in Immersion Education: Looking Back and Looking Forward.** Bloomington, MN. Shirley Mueffelman, University of Minnesota Conference Services, (612-625-3850; Fax: 612-626-1632, e-mail fmueffel@mail.cee.umn.edu).

November 15-17, 1995: **Advocates for Language Learning/Second Language Acquisition by Children Conference**. Fullerton, CA. Paul Garcia, School District of Kansas City, 301 E. Armour Blvd., #620, Kansas City, MO 64111 (816-871-6317).

November 18-20, 1995: **American Council on the Teaching of Foreign Languages (ACTFL)**. Anaheim, CA. ACTFL, 6 Executive Plaza, Yonkers, NY 10701-8601 (914-963-8830; Fax: 914-963-1275).

February 29-March 2, 1996: **Southern Conference on Language Teaching and the Alabama Association of Foreign Language Teachers**. Mobile, AL. Lee Bradley, SCOLT Executive Director, Valdosta State University, Valdosta, GA 31698 (912-333-7358).

March 28-31, 1996: **Central States Conference on the Teaching of Foreign Languages (CSC) and Kentucky Council on Teaching of Foreign Languages**. Louisville, KY. Jody Thrush, Executive Director, Madison Area Technical College, 3550 Anderson St., Madison, WI 53704, (608-246-6573).

April 11-13, 1996: **Southwest Conference on Language Teaching (SWCOLT) and the New Mexico Organization of Language Educators (NMOLE)**. Albuquerque, NM. Joann K. Pompa, Executive Director, SWCOLT, Mountain Point High School, 4201 E. Knox Rd., Phoenix, AZ 85044.

April 25-27, 1996: **Pacific Northwest Council on Foreign Languages (PNCFL) and Washington Association of Foreign Languages (WAFL)**, Tacoma, WA. Ray Verzasconi, PNCFL Executive Director, Dept. of Foreign Languages and Literatures, Oregon State University, Kidder Hall 210, Corvallis, OR 97331-4603, (503-737-2146. Fax: 503-737-3563; e-mail: verzascr@cla.orst.edu).

Activities for Your Classroom

Teachers: *Please submit a favorite classroom activity for publication in* FLES News *by sending a description in the following format: title, objectives, materials, and procedures. You may include pictures or drawings as illustrations. Send with your name, address, and telephone number to the Classroom Activities editor: Diane Fagin Adler, North Carolina State University, Department of Foreign Languages & Literatures, Box 8106, Raleigh, NC 27695-8106.*

Title: **Color Creations**

Objectives: Content—Students will select correct primary colors needed to create two secondary colors. Language—Students will use the names of the colors in the target language. Culture—Students will identify the flag of the Ivory Coast.

Materials: 5 clear plastic cups, overhead projector, graham crackers, colored circles, food coloring, water, plastic knives, world map, white frosting, napkins, sample edible flag of Ivory Coast, and paper plates.

Procedures: Seat students on the floor in a circle. Hold up and identify a blue circle. Ask the students to touch blue things in the room while everyone chants, "bleu, bleu, bleu." Repeat procedure with *jaune* (yellow), *rouge* (red), *orange* (orange), *vert* (green) and *blanc* (white). Bring the group back to the circle. Have prepared three plastic cups each containing one drop of food coloring: blue, yellow, and red. One by one, hold up a cup and ask students to guess which color might appear as you pour water into the cup. As cups are filled, place on overhead projector allowing colors to appear on the wall or screen.

Ask students to help you decide which cups of water to combine in order to create green and orange. Ask a volunteer to find something in the room containing both green and orange. (The flag of the Ivory Coast should be prominently displayed.) Find the Ivory Coast on a world map.

Present your sample frosted graham cracker flag of the Ivory Coast. Bring out three bowls of white frosting and ask how to make one bowl green and the other orange. Give each child a plastic knife and three sections of graham cracker on a paper plate. All students can call out the colors as the sections are frosted. Eat the flags.

As you circulate during the snack time, ask students to name the colors in the flag and the colors on the overhead.

Read Leo Lionni's *Petit-Bleu et Petit-Jaune*. Make flags of other francophone countries with construction paper on notecards.

Contributor: Patricia Ryerson
The Wellington School
3650 Reed Road
Columbus, OH 43220

Classroom Activities Editor: Diane Fagin Adler

participating in a program that emphasizes Hawaiian culture and values and builds self-esteem for children of Hawaiian ancestry, 3) benefiting from small group instruction with low adult to student ratios, and 4) benefiting from close communication between teachers and parents regarding student progress.

Evaluation Design

Participating students. Thirteen students began HLI in grade one in the first year of the program. Five other students entered the first cohort in the primary grades, for a total of 18 students in the evaluation sample. All of the students who entered the program in first grade in fall 1987, except one, remained in the program in grade six in spring 1993. The one exception was a student who repeated first grade, but remained in HLI until the end of grade six when he transferred to another school. In summary, all 18 students had been in HLI for at least three years, and 11 (61%) of the students had been in HLI continuously since fall 1987.

A case study approach. A case study approach at the cohort level has been used in this study. While many immersion studies contain "matched" control or comparison groups, due to the small number of students in this cohort, and the large number of district exceptions (students electing not to attend a neighborhood school in order to enter immersion), it was not feasible to construct a valid and fair experimental comparison group for this study. Instead, an in-depth and comprehensive multifaceted database has been constructed for the first cohort of HLI students.

Assessment data collected at the two schools:

1. Individually administered qualitative reading assessment data on the *Qualitative Reading Inventory* (QRI) (Leslie & Caldwell, 1990), for 12 sixth-grade students in English and for 8 of these students on a parallel measure in Hawaiian, for the end of grade six, spring 1993.
2. Reading and mathematics achievement test data for the end of grade six, spring 1993, on the Stanford Achievement Test written and administered in English.
3. Mathematics achievement test data for the end of grade six, on a Hawaiian translation of the Metropolitan Achievement Test, 6, Intermediate level, (MAT6), for students at one of the two schools.
4. Attitude assessment data for sixth grade HLI students and for two comparison English medium sixth grade classrooms.

The English Component in Grades 5 and 6

The instructional design for HLI calls for one hour of instruction daily in English in grades 5 and 6. Instruction was generally given in English in the area of English language arts and social studies for this hour of instruction. The English component was delivered differently at each of the two schools and reflected different attitudes towards English instruction at the two sites. At School A, through the medium of the English language, English was taught following an immersion approach by a different HLI teacher than the classroom teacher. At School B, English was taught through the medium of the Hawaiian language by the same teacher who taught the children in the remainder of the day through the Hawaiian language. The purpose of this approach was exclusively to promote Hawaiian language development, and to maintain as near as possible a Hawaiian immersion environment, not because English was the students' second language. It was also done because of staffing. However, expecting the same teacher to develop and deliver a complete elementary school curriculum for two grade levels, grades 4 and 5, and grades 5 and 6, fully in Hawaiian for most of the day, and switch into English for part of the day with the same group of students who are otherwise being discouraged from using English, places an undue burden upon a teacher. In addition, this practice of teaching English through another language rather than through English immersion is not following the standard practice used in immersion programs in Canada and elsewhere. It results in much less time spent in developing advanced English vocabulary, and may cause confusion in student's thinking, self-confidence, and writing in English.

In general, at both schools, the content of instruction taught in English emphasized Polynesian and Hawaiian culture, native American culture, and some American history. It also emphasized journal writing, writing narratives and reports, reading children's novels, and responding to literature through a variety of activities. When the school program included presentations in English for that grade level, such as a guest speaker in science or health, this was counted towards the students' hour of English instruction.

Qualitative Reading Inventory: Oral Reading, Retelling, and Comprehension

The grade five English reading assessment used the Qualitative Reading Inventory (QRI), an informal reading inventory that was standardized for the age group of students tested (Leslie & Caldwell, 1990). The highest oral reading level in which students could both read orally (at an instructional or independent level) and answer comprehension questions adequately (at an instructional or independent level), is reported here.

Results indicated that students were able to adequately read at the sixth or seventh grade level in English when assessed on the QRI. At each of the two schools, half of the students were able to read in English and answer the comprehension questions at a grade six instructional level, and half were able to read and answer the comprehension questions at a grade 7.5 instructional level (Table 1).

Table 1
Qualitative Reading Inventory
Reading Level in English and Hawaiian for Grade Six
HLI Students, Spring 1993

School	Number of Students	QRI Reading Level		
		English	English	Hawaiian
		Level 7.5	Level 6	Level 6
School A	4	2	2	N/A
School B	8	4	4	8

Students also performed adequately on the Hawaiian reading assessment. All 8 students who were assessed on parallel passages in Hawaiian were able to read and answer the comprehension questions on the grade 6 instructional level of the test. None of the students, however, were able to answer the questions adequately at a grade 7.5 instructional level (7.5) of the Hawaiian assessment.

After two years of only one hour or less of English medium instruction a day, students' English reading appears to be adequate, and perhaps slightly stronger than their Hawaiian reading for academic purposes, as measured by oral reading, retelling, and answering comprehension questions. Since different passages and questions were used in the English and Hawaiian tests, however, and there is only

(Continued on page 5)

Hawaiian Language Immersion *from page 4*

one passage used for each reading level, differences may be at a chance level.

Reading and Mathematics Results on the SAT

In contrast to the QRI, the Stanford Achievement Test (SAT) measures reading and mathematics based on a group administered, multiple-choice test. The purpose of the test is to determine how students' achievement on the test compares to others, nationally and locally, in their same grade level. Table 2 presents data showing the achievement of 18 sixth grade Hawaiian Language Immersion students on the SAT reading and mathematics subtests. For comparison purposes, results for the state of Hawaii and the normal curve statistics (national norms) are presented also. Hawaiian language immersion students' reading test scores indicated that 44% were in the below average group, compared to 24% statewide, 39% were in the average group, compared to 57% statewide, and 17% were in the above average group, compared to 18% statewide. Hawaiian language immersion students' mathematics test scores indicated that 22% scored below average, compared to 19% statewide, 67% received average stanine scores, compared to 55% statewide, and 11% received above average stanine scores, compared to 26% statewide. In general, HLI students scored at a higher level in mathematics than they did in reading.

Table 2
Percentage Scores of HLI Grade 6 Students
on the SAT Reading and Mathematics Tests
Spring 1993

Group	Total Reading			Total Mathematics		
	Below Average	Average	Above Average	Below Average	Average	Above Average
HLI	44	39	17	22	67	11
State of Hawaii	24	57	18	19	55	26
National Norms	23	54	23	23	54	23

Note: Below average is stanines 1-3, average is stanines 4-6, and above average is stanines 7-9.

Table 3 presents data concerning HLI student achievement on each subtest separately. The results from the reading comprehension subtest suggests a much more positive picture of HLI student achievement in reading. Most reading educators consider this subtest is the best indicator of reading ability of the two subtests on the total reading test. As seen in Table 3, on the reading comprehension subtest, 28% of the students achieved at a below average level, 61% of the students achieved at an average level, and 11% achieved at an above average level. These results indicate that HLI students do well in reading text when it is in the context of paragraph or longer passages of text. Differences in achievement between schools were attributed to the fact that student ability in the two groups was uneven to begin with—two higher achieving students transferred from School A to School B in grade six and two School B higher achievers participated in an English gifted and talented pullout program. Furthermore, in very small samples, mean differences are exaggerated by such factors.

Table 3
SAT Reading and Mathematics Subtest Results
for HLI Grade Six Students
Spring 1993
(Percentages Scoring in Stanine Groupings of Below Average (1-3), Average (4-6), and Above Average (7-9))

Group	Reading Vocabulary			Reading Comprehension			Math Concepts			Math Computation			Math Application		
	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA	BA	A	AA
Total	56	33	11	28	61	11	22	61	17	22	61	17	22	67	11
School A	67	22	11	44	56	0	44	56	0	33	67	0	11	89	0
School B	44	44	11	11	67	22	0	67	33	11	59	33	0	56	44

Note: There were 18 students total, 9 at one school and 9 at the other. BA refers to below average, A refers to average, and AA refers to above average.

Mathematics Results in Hawaiian on the MAT/6

Nine students at School A were tested on the Metropolitan Achievement Test, Test 6, (MAT/6), Intermediate Level, Form L, Mathematics Test, which was translated into Hawaiian. This test was normed for students in grades 5.0-6.9. Only the data from School A are included in this report, since students at School B were not tested until the fall of 1993.

The results are reported in terms of percentage correct, using a criterion-referenced framework since the national norms for English do not apply to the Hawaiian version. Students achieved a mean of 58% correct, or an average of 55.4 items correct out of a possible 95 items on the total test. The results for the separate subtests were 1) mathematics concepts: 48%, 2) mathematics problems solving: 62%, and mathematics computation: 66%.

Student Attitudes Towards Language and Culture

Students have been interviewed each year as part of the individualized assessment carried out for reading in Hawaiian and English. In general, students have expressed very positive attitudes towards using the Hawaiian language in the classroom, towards themselves as speakers of the language, and in general have indicated that they like school. Sometimes during these interviews students have shared rich cultural experiences and have described how they have become the one in their family to be chosen to carry on the Hawaiian language and culture. Although the large majority of parents are not as fluent and proficient as their children in the Hawaiian language, many children have other relatives or family friends with whom they can speak Hawaiian.

As part of the evaluation, a shortened version of an attitude scale, *What Do You Think? Language and Culture Questionnaire* (Center for Applied Linguistics, 1988), was adapted for Hawai'i and used with permission in spring 1993. For an interpretative point of reference, the questionnaire was also administered to one sixth grade English medium class at one of the immersion school sites, and to another sixth-grade English medium class at a non-immersion school site.

Results on the questionnaire were generally positive for HLI students, and differences between the two HLI schools were small. In terms of support for Hawaiian language and culture, results from the English medium classroom at the immersion site were also generally positive, but not as high as for HLI students. This school site is located on Hawaiian homestead land and many of the students claim Hawaiian

(Continued on page 6)

Hawaiian Language Immersion *from page 5*

as part of their ethnic heritage. The HLI program has been at that school for six years, and HLI students have participated in many school activities. Far fewer students at the non-immersion school, which is not on Hawaiian homestead land, claimed Hawaiian as part of their ethnic heritage. However, almost all students in both HLI and non-HLI classrooms name more than one ethnic background in describing their own ethnic identity.

Part A of the attitude scale required students to select their responses from a range of "disagree a lot," "disagree a little," "agree a little," and "agree a lot." For purposes of simplicity, the data have been collapsed into two categories, agree or disagree. All of the HLI students (100%) agreed with the following:

1. I enjoy meeting and listening to people who speak other languages.
2. I enjoy learning the Hawaiian language.
8. When I grow up I will try to study the Hawaiian language.
11. I plan to learn as much Hawaiian as possible.
13. I think Hawaiian should be part of every school's program in Hawai'i.
21. I am proud to be a Hawaiian and/or (fill in).
23. I think that it is very important to speak Hawaiian so that Hawaiian language can be preserved.
25. I have learned a lot about Hawaiian culture and values at school.
26. I have learned a lot about Hawaiian history at school.
30. It is easy for me to learn new things at school.

Hawaiian immersion students expressed positive attitudes toward reading books written in Hawaiian (93%) and books written in English (87%), indicating a strong bilingual orientation towards text. They also expressed a strong positive attitude towards learning as much English as possible (93%), which was more positive than the comparison English medium classrooms (87%). Many HLI students indicated that their parents helped them learn Hawaiian (81%), but only at the immersion site did English medium students give a positive response (56% versus 2% for students at the English medium school).

While HLI students expressed a high regard for their own mixed ethnicity, they expressed a less favorable attitude towards being an American. In the HLI group, 60% said they agreed that they were proud to be an American, while 92% in the English medium classroom groups expressed this value. This may reflect differences in the social studies content presented to students in the HLI program and the English medium program, but is more likely related to parental political views. All groups expressed high positive attitudes towards having friends in their classroom and an *'ohana* spirit in the classroom. But it was the HLI students who overwhelmingly believed that others would respect them more if they could speak, read, and write Hawaiian (87%).

HLI students expressed very positive attitudes towards the Hawaiian language and culture, and toward their own participation in it. For instance, 100% of HLI students said they would join a Hawaiian club, while 52% of the English-immersion site students and 26% of non-immersion students indicated they would join. Most students stated they found studying Hawaiian very interesting or about as interesting as most subjects, with HLI students agreeing 100% of the time, immersion-English agreeing 78% of the time and non-immersion students agreeing 61% of the time. Eighty-one percent of HLI students said they would take Hawaiian in the next school year if it were up to them, in contrast to 17% of the immersion-English students, and 5% of the non-immersion students.

Summary and Conclusions

Thirteen first-grade students at two elementary schools formed the top half of the two combination kindergarten and first grade classes of the HLI program in fall 1987. In spring 1993, all 13 plus five additional later entering students, graduated from the sixth grade in program. The students had been taught through the medium of the Hawaiian language in a total immersion program through the fourth grade, and had continued to be immersed in Hawaiian for all but approximately an hour a day of English language arts and social studies instruction in grades five and six.

The first sixth grade class is unique in a number of ways. It is the smallest group of HLI students, and because it was the first group to go through the program, the scarcity of materials available in Hawaiian has heavily impacted the education of these students. Most of these students attended an English medium kindergarten. In addition, the fact that the program and its curriculum was under development as it was being implemented has affected student learning.

Despite the above shortcomings, the HLI program has been able to promote fluency in the oral Hawaiian language and has also taught students how to read, write, and do mathematics through the medium of the Hawaiian language. Assessment in English of reading and mathematics indicates that students are also able to demonstrate achievement, when tested through the medium of the English language. Since it was not possible to construct a valid comparison group, one cannot say whether or not their achievement is equivalent to their peers in English medium classrooms. The HLI classrooms have embodied the Hawaiian culture, many attractively translated books in the Hawaiian language have been provided to students, and Hawaiian traditions have been practiced in the classroom and school. Parents have expressed their satisfaction with their children's participation in the Hawaiian language and culture made possible through the HLI program. Children, in the main, have also expressed their own satisfaction with being a part of the HLI program at their school.

Note: The evaluation portion of this article is from an earlier report by Slaughter, H., Lai, M., Bogart, L., Bobbitt, D. U., & Basham, J. L. (1993, December), *Evaluation Report for the First Cohort to Complete Sixth Grade in the Hawaiian Language Immersion Program*, A Report to the Hawaiian Language Immersion Program, Office of Instructional Services, and to the Planning and Evaluation Branch, Hawai'i State Department of Education. Appreciation is expressed to the research assistants, Bogart, Bobbit, and Basham, and translators K. Wong, S. N. Warner, and R. Walk, who assisted with this evaluation.

References

Center for Applied Linguistics. (1988). What do you think? Language and culture questionnaire. Washington, DC: author.

Leslie, L. & Caldwell, J. (1990). *Qualitative Reading Inventory*. Glenview, IL: Scott, Foresman/Little, Brown Higher Education.

Resources for Your Classroom

Please submit directly to the appropriate resources editor any language-specific materials you would like considered for review. Other materials may be sent to the FLES News *editor for review.*

German

MacArthur, Barbara. *Sing, Dance, Laugh, and Learn German.* Janesville, WI: Frog Press, 1993. For more information contact Frog Press, 6945 Hwy 14 East, Janesville, WI 53546 (800-848-0256).

Sing, Dance, Laugh, and Learn German is a delightful resource for the FLES German classroom. The cassette and accompanying song book contain eleven upbeat, humorous songs guaranteed to enliven any German class. The music includes jazz, blues, military drills, and traditional folk tunes. The songs are humorous and invite students to sing along and learn with Paco, a Spanish speaking parrot learning German, and Barbara, his teacher. Barbara introduces each song in English letting the students know what the song is about. Topics covered include introductions, the alphabet, colors, numbers, food, family, commands, weather, animals, and days of the week. I recommend this tape as an alternative to traditional children's songs. The upbeat tempo and humorous lyrics will have your students asking for the tape, singing along, and possibly even singing the tunes on the playground.

German Resources Editor: Cindy Sizemore

Spanish

Muñoz Spanish Consultants. (1993). *Games from MSC.* Phoenix, AZ: Author. Available from The Kiosk, 19223 De Havilland Drive, Saratoga, CA 95070 (408-996-0776); Fax: (408-996-1226). Price: $6.50 each or $6.00 each if five or more are ordered.

Nine different thematic games are available from Muñoz Spanish Consultants (MSC):

La Carrera—numbers
La Marcha de Moscas—food
¡Ataque!—verb conjugation
Pez or Pescado—telling time
Los Conquistadores del Espacio—colors and shapes
Vamos al Supermercado—food
El Puesto de Frutas—fruits
Los Huesos de Sabueso—furniture
Buen Viaje—travel words

Each game comes with a laminated game board, a die, game pieces, and instructions in English that are easy to understand. Apart from the games listed above, MSC has created theme card packs which can change the games' themes.

The games are designed as quick reviews—they are easily played in 15 to 20 minutes and can be used for all ages. *¡Ataque!*, the verb conjugation game, is especially good for upper elementary and middle school students. Each game is designed for two to four players. MSC makes the games in French and English also.

Spanish Resources Editor: Susan Wolter

French

Hall, Godfrey. *Le Grand Livre des Jeux d'Esprit.* Heritage Jeunesse. Canada (1992). Available through Sosnowski Associates, 58 Sears Road, Wayland, MA 01778 (508-358-7891).

This is a wonderful resource book for the enterprising teacher who is willing to stretch students a bit. Teachers looking for science and math activities as well as activities that tax higher-order thinking skills can find much that is useful in these pages. The book is divided into sections covering math, psychology, the arts, technology, science, and nature and offers a range of activities in each section. There are riddles and experiments, secret codes, projects, things to make, games to play, magic tricks, and card tricks. Most of these are very adaptable to the language class and simple enough for even the least scientifically-minded teacher. This resource is a valuable and thought-provoking one for the language teacher.

French Resources Editor: Myriam Chapman

Foreign Language Teaching Assistants Available

The Foreign Language Teaching Assistant Program offers U.S. educational institutions an opportunity to engage a native speaker for their language teaching programs. Under the auspices of the program, Austrian, Belgian, Chinese, French, German, Italian, and Mexican university students or young teachers come to U.S. elementary and secondary schools, colleges, and universities as native informants to serve in language classes or in language houses on campus.

The duties of the assistants may consist of teaching, serving as resource persons in conversational situations, working in language laboratories, animating clubs, directing a language house or table, directing extracurricular activities, etc. In return for the services of the assistants, U.S. host institutions provide the FLTAs' room and board, a waiver of tuition and a stipend, which usually ranges from $300 to $500 per month. In some cases, homestays may be arranged in lieu of room and board. Assistants from Germany may be eligible for a grant from the German Marshall Fund of the United States to supplement award offers.

Candidates are chosen first by the cooperating agencies in their home country. The Institute of International Education (IIE) reviews candidate dossiers and submits dossiers of appropriate candidates to participating U.S. institutions which then make the final candidate selection. IIE coordinates placement and provides administrative supervision throughout the academic year. Participating institutions are charged a nominal fee of $200 for each candidate accepted as a language assistant and are billed at the start of the academic year that the assistantship begins.

For further information, please contact: Soraya Hurtado, Manager, FLTA Program, Institute of International Education, Placement and Special Services, 809 United Nations Plaza, New York, NY 10017 (212-984-5494).

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The Future of Languages

J. David Edwards, Ph.D.
Executive Director, JNCL-NCLIS
Washington, DC

Secretary Richard Riley reiterated this administration's serious commitment to education reform in his second annual State of American Education address on February 1, 1995. Riley stated that ". . . we are no longer a nation at risk, but a nation on the move . . . a nation turning the corner, raising its standards, and reaching for excellence for the 21st century." The Secretary cited a number of themes regarding continuing education reform. Most prominent among them were: accountability, raising standards, and expecting excellence. He noted that, thanks to Goals 2000: Educate America Act, ". . . 44 states are now moving forward in designing—from the bottom up—an education system for the 21st century." In addressing the current national mood reflected in the 104th Congress, Secretary Riley concluded that "the need to reduce the federal budget deficit must be balanced against the need to invest in America's future." Education is that future.

On the other hand, two weeks earlier at a House of Representatives' Appropriations Subcommittee hearing on education rescissions, the powerful new chair of the full committee, Rep. Robert L. Livingston (R-LA), challenged the need for any federal funding for education reform. Rep. Livingston took issue particularly with funding for Goals 2000 and standards, which he suggested should be "killed in the cradle." At that same hearing, the General Accounting Office suggested that over one and one-half billion dollars in federal education spending could be cut by merging some programs and eliminating twenty-one categorical programs, including the Foreign Language Assistance Act.

The Foreign Language Assistance Act has provided in the past almost $11 million to the states for elementary and secondary foreign language programs. Last year, this funding received reauthorization as part of the Improving America's Schools Act. This legislation was to provide local education agencies with greater access to funding. Also, a majority of the funds was to be used for elementary school language programs. Yet, in their appropriations proposals for this year, the Administration and the House both eliminated the Foreign Language Assistance Act. This program was only saved at the last moment by Senators Mark Hatfield (R-OR) and Arlen Specter (R-PA). Obviously, the Foreign Language Assistance Act will again be the target of budget cuts this year.

The 104th Congress—driven by the Contract with America and in its desire to balance the budget, eliminate the deficit, reduce taxes, increase defense spending, and get tough with crime—is going to have to find a significant number of federal programs to eliminate in order to achieve its goals. Already Congressional hearings have been held on the elimination of the National Endowments for the Arts and the Humanities (NEA and NEH) and the Public Broadcast System (PBS). The new Chair of the Senate Foreign Relations Committee, Jesse Helms (R-NC), has indicated that all of the cultural and educational programs, including the venerable Fulbright program of the U.S. Information Agency (USIA) and the Agency for International Development (AID) will be reexamined and could be axed. In addition, the Christian Coalition and its allies in Congress have made the elimination of the Department of Education one of their top priorities.

Numerous categorical social and education programs most likely will come under fire as well. At this point, Adult Education, the National Literacy Education Act, and the Carl Perkins Vocational Education Act, which are all due to be reauthorized this year, are on neither of the agendas of the appropriate House or Senate Committees. Adult and literacy education may be jettisoned and vocational education may be considered as part of the larger agendas of job training or welfare reform.

According to the Joint National Committee for Language (JNCL) 1994 annual survey, *The Impact of Education Reform: A Survey of State Activities*, about 4.5 percent of the nations's public elementary school students are studying a second language. At least 5 states indicated that elementary language enrollments were experiencing greater growth than secondary or middle school enrollments. Our survey also indicates that of the 49 states that are in the process of developing content standards, 40 have included foreign languages. Seven have actually developed foreign language assessments. Nine states include foreign language study in their "core" elementary curricula. Certainly, this information implies that the education reforms generated by Goals 2000: Educate America Act are beginning to have some impact in the states. The emphasis on excellence created by content and performance standards has become the keystone of many states' reforms.

Fewer states have moved to address the issue of equity as defined by opportunity-to-learn standards and fewer still have moved to address the issue of skill standards delineated in the School-to-Work Opportunities Act. Other significant concerns for reform, such as professional development and technology in elementary and secondary education are awaiting appropriations for the Improving America's Schools Act. Consequently, while most states have begun education reform, there is still a great deal to accomplish.

The Administration's budget request and the 104th Congress' response to it will provide clear evidence of whether federal support for education reform (and foreign languages' involvement) will continue. The midterm elections not only ushered in a more conservative and budget-conscious Congress, but they also produced a number of governors and state legislatures that are more concerned with tax cuts and deficit reductions than with education. Decreased federal support for education reform may send not just a signal, but a justification to the states for killing reform in its cradle.

In conclusion, after a decade of growth and success culminating in the inclusion of foreign languages in the "core" subject areas of Goals 2000, but also evidenced in the Foreign Language Assistance Act, the National Security Education Act, the new International Education Act, increased educational exchanges in USIA, more support for foreign languages in NEH, and a fourfold increase for foreign languages in Higher Education, languages could easily find themselves back in the scandalous situation of the 1970s. It is really still up to us. These new elected officials (and the old ones as well) must hear a very clear message from us, our students, their parents, and our allies: we will not allow our elected leaders to mortgage our nations's future for the immediate political gain of fiscal recidivism.

Note: The insert to this newsletter provides you with information on how to advocate support for foreign language education.

NCLIS

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MEMORANDUM

To: JNCL-NCLIS Members

From: J. David Edwards, Ph.D., Executive Director JDE

Date: 4 April 1995

The fiscal feeding frenzy continues. As you know, in mid-February President Clinton sent his budget proposal to Congress. The Administration's budget request included a sizable increase for education and preserved (or even raised) most language and international education-related programs.

A few weeks later, the House Appropriations Committee passed a budget reduction plan that slashed or eliminated $1.7 billion in **current** education programs which then passed the House of Representatives. Among the education reductions, language and literacy programs were hit particularly hard with many projected for **termination this year.** (Please note, this is not the annual appropriations bill. This is a specific rescission action that will cut or end current FY 95 programs such as Goals 2000's National Programs, Workplace Literacy, International Education Exchanges, Star Schools, etc.) These rescissions moved very rapidly to the Senate for consideration where they were modified somewhat. Minimally, the education rescissions for this year will still total well over one billion dollars after the House-Senate conference.

Discussions of next year's appropriations are now underway in both houses. These considerations have critical implications for the future of language and education programs. Hearings on and major decisions about which programs are to be reduced or eliminated, including the Department of Education, Goals 2000, NEH, Fulbright, Foreign Language Assistance, and many others, will be concluded over the next few months with final legislation passed by the end of this fiscal year on September 30. **It is essential that your elected Representatives and Senators hear of your concern.**

NNELL/JNCL-NCLIS LETTER-WRITING CAMPAIGN
Information Sheet

Please help in the effort to save funding for language programs. It is easy and will take a minimal amount of time. Take a few minutes **NOW** to write your senators and representative by following these simple guidelines:

1) Address three envelopes, one each to your two senators and one to your representative. The addresses are:

The Honorable (Your Senator's Name)
U.S. Senate
Washington, DC 20510

The Honorable (Your Representative's Name)
U.S. House of Representatives
Washington, DC 20515

If you do not know who your senators and representatives are, request the information from your public library, your local League of Women Voters, or the Senate at **202-224-3121** and the House at **202-225-3121**.

2) Write an opening paragraph to the body of a letter supplied below. Your opening paragraph should say something about who you are and why you support funding for language programs.

For example: *My name is Irma Idioma. I am a foreign language teacher at Campus Middle School in Denver, Colorado and a member of The National Network for Early Language Learning. I feel that all children deserve the opportunity to develop a high level of competence in at least one language and culture other than their own. Without funding for language and literacy programs and teacher preparation seminars this goal cannot possibly be met.*

3) Combine your opening paragraph with the following letter:

I am writing to share my concern regarding federal funding for education programs, particularly those that target language and literacy skills. These are important programs that enable U.S. students to become productive, contributing members of American society and the global community.

The proposed rescissions enacted by the House of Representatives (H.R. 845) terminate many education programs that enhance communication skills and international programs, gifted and talented, technology, bilingual education, and education reform. I urge you to support these programs by ensuring continued federal funding. Please insist that the Congress restore the funds that would keep these programs operational.

Thank you for consideration of this request. Even in tight budgetary times such as these, education programs that promote greater understanding in our communities at home and abroad are a key investment in our country's future.

4) Personalize each letter by addressing it to your senator and your representative, sign the letters, place them in the envelopes you addressed earlier, and mail them.

REMEMBER YOUR LETTERS WILL MAKE A DIFFERENCE!!!

THANKS FOR TAKING THE TIME TO WRITE!!!!!

ADVOCACY TIPS

Writing Letters:

Letter writing is probably one of the most effective and efficient ways to express your opinions about an issue. Letters also serve as a means to educate your representatives about your field and how they can assist you. Responding to constituent mail is a number one priority for most legislators.

Letters to policy-makers must be brief and to the point (usually no longer than one page). Any letter should include the following major points:

Identify the issue clearly
State your position and why you care about this issue
State how the issue will affect you, your school and/or your state
Tell your representatives what you would like them to do

Telephone Calls:

As with letter writing, telephone calls are a good way to contact policy-makers. When you call, you will most likely talk to a staff person. Be sure to give him/her the following information:

Your name, address, and phone number
The issue that has prompted your call
What action you would like to see on this issue

Office Visits:

Visits can be a useful way to educate policy-makers at all levels. Appointments can be arranged by calling the office to set-up a time and letting them know who will be making the visit and the issue to be discussed.

Present a written position (preferably a "one-Pager") to support your proposal. This will allow the legislator and staff to reflect on the meeting at their leisure.

Elected officials are often busy with numerous issues and may not be up to date on your particular cause. Take time to explain your views, concerns, and suggestions. Seek to offer a new way of looking at the problem and offer constructive criticism, not just negative preaching or scolding.

End each visit with a question which evokes a commitment to action such as: "Will you support this issue?"

Testifying:

Testifying before a congressional hearing, your state legislature, or the local school board, is yet another way in which to let your voice be heard. Hearings give policy-makers necessary information to accurately assess, write, and vote on laws and policies.

Know why the hearing is being called so your testimony is appropriate
Meet with committee members and staff in advance
Prepare and provide your written testimony as far in advance as possible
Arrive Early
Be brief -- Don't read -- Maintain eye contact
If you don't know the answer, say so
Be courteous and tell the truth

In most cases, you do not have to be present in order to submit written testimony for the record. Call the appropriate office for details.

Media Contacts:

Local Newspapers, radio and television stations will offer publicity for an issue if they are convinced that the issue merits attention, and if you are willing to offer assistance. Remember to utilize your school newspapers and association newsletters as well. Include relevant policy-makers on *your* mailing lists. Publicity may include:

Press releases on noteworthy programs (your school's National Foreign Language Week program)
Notices of meetings (your state language association's annual meeting)
Editorials
Letters to the Editor

Networking:

Other organizations can be a source of collaborative strength. Expand your network to include areas where you may never have expected to find support:

Businesses with trade concerns
Social organizations with international dimensions (Rotary, 4H, etc.)

By combining resources, skills, ideas, and networking lists, you can generate hundreds of letters and calls, positive support, and effective political action. Through joint meetings, coalitions can focus on common goals and priorities, target specific issues, and develop effective strategies.

Die Deutchstunde is a Reality!

A television program for K-12 teachers of German, *Die Deutschstunde*, supported by the Goethe Institute and produced by *Deutsche Welle* in Washington, DC, began broadcasting the first week of March. *Die Deutschstunde* features the latest available classroom materials and how to use them, what is going on in Germany, what is happening in U.S. education reform, *Deutschland aktuell* (clips from recent *Deutsche Welle* programs) with follow-up interviews, recent German rock music, German folk songs, cultural events taking place at the Goethe Institutes throughout the U.S. and Canada, information on study abroad for teachers and students, poets reading from their works, and many other topics.

Each weekly broadcast ends with a quiz for students of German. Winners receive special prizes, such as CD-ROMs, books, pins, and T-shirts. Moderated by Claudia Hahn-Raabe of the New York Goethe House, the weekly half-hour broadcast *Die Deutschstunde* is available over SCOLA (Satellite Communications for Learning Associated), which already has a satellite hookup with over 10,000 schools in the United States. The program is aired on Sundays at 5:00 P.M. EST, 4:00 CST, 3:00 MST, and 2:00 PST. Those teachers who do not yet have a satellite connection to SCOLA may order the first three months of broadcasts (March, April, and May) from the American Association of Teachers of German (AATG), 112 Haddontowne Court #104, Cherry Hill, NJ 08034 (609-795-5553) for $25.00 (three 2-hour tapes), which includes postage and handling.

The cooperating organizations (*Deutsche Welle*, the Goethe Institute, and the AATG) are soliciting recommendations from teachers of German for future topics for *Deutsche Welle* as well as evaluations of the tapes which have already been developed, to assure that *Die Deutschstunde* meets teachers' needs. Contact the Goethe House New York (212-439-8700) or *Deutsche Welle* (202-393-7427) for further information.

Teachers Needed

A full-time teaching position in Elementary Spanish will be available for the fall of 1995 at The Meadows School, Las Vegas, Nevada. The Meadows School is an independent, nonprofit, coeducational, and nonsectarian day school providing a college preparatory K-12 program. The student body currently numbers approximately 700, with 360 children in the Lower School. Spanish is required for all Lower School students. Elementary school background and FLES training preferred. Please send vitae and credentials to: Isabelle A. Holman, Lower School Director, The Meadows School, 8801 Scholar Lane, Las Vegas, NV 89128 (702-254-1610).

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Spanish immersion teachers needed at the Liberty Bell Elementary School. Liberty Bell is located in the Southern Lehigh School District (50 miles north of Philadelphia and 90 miles west of New York City) in Coopersburg, PA. The 1995-96 school year will be the seventh year of the immersion program. For more information, contact: Julia Moore, Principal, Liberty Bell Elementary School, 960 W. Oxford, St., Coopersburg, PA 18036 (610-282-1850; Fax: 610-282-0193).

News From North Carolina

In an effort to increase NNELL membership in North Carolina for the 1994-1995 year, Immediate Past President Audrey L. Heining-Boynton, and former Publicity Chair, Anita LaTorre, organized the raffle of a luxury weekend for two at a premier North Carolina golf resort. The weekend was generously donated by Jim Paleo, Managing Director of the Washington Duke Inn and Golf Club, located in Durham, North Carolina. Last October, the membership renewal form and a detailed description of the prize were included in approximately 1500 packets of information that were distributed to attendees of the annual conference of the Foreign Language Association of North Carolina (FLANC). Members who had already renewed and any new members who joined by December 1, 1994, were included in the drawing. The lucky winner was NNELL's own past Treasurer, Sonia Torres-Quinones! Congratulations, Sonia and kudos to our North Carolina members!

Left to right: Jim Paleo, Managing Director, Washington Duke Inn and Golf Club, Anita LaTorre, Audrey L. Heining-Boynton, and Newton Duke Angier

Elementary Teachers Critique K-4 Benchmarks of the National Standards

How feasible is it for our nation's students to meet the proposed national foreign languages content standards? The American Council on the Teaching of Foreign Languages (ACTFL) requested the assistance of the National Network for Early Language Learning in answering this question for the earliest level of learning—kindergarten through fourth grade (K-4). Each of the content standards for the K-4 level uses benchmark tasks to clarify what students can do to demonstrate that they have met the standard at the end of fourth grade. To assess the appropriateness of the content standards proposed for this level, K-4 teachers were asked to rate the feasibility of implementing these benchmark tasks in the programs in which they teach. This study is based on a pilot study reported by Marcia Rosenbusch, a co-presenter at the ACTFL 1994 Annual Conference session, "National Standards in Foreign Language Education: The Elementary Grades."

A questionnaire, which K-4 teachers were asked to complete, was included in the 1994-1995 winter issue of *FLES News* 8 (2). Since the national standards are in an on-going process of development and review, it is important to clarify that the questionnaire was based on the November 1, 1994, revision of the standards draft. The K-4 benchmarks, which have been taken directly from the proposed standards document, were formatted as questionnaire items to be rated by teachers on the following scale:

1 = Not feasible with K-4 students in our program. Inappropriate for this developmental level.

2 = Not feasible with K-4 students in our program because of a lack of teacher preparation and/or program limitations.

3 = Might be feasible in our K-4 program. Would take major changes in teaching methodologies, training, and/or program administration.

4 = Feasible, but not met in our current program at the K-4 level.

5 = Feasible. Our program already meets this benchmark.

The description of elementary school foreign language program models that was used to classify responses by model were those first defined by Rhodes and later adapted and refined by Curtain and Pesola (Curtain & Pesola, 1994, p. 30). Respondents were asked to classify their program model (FLEX, FLES, partial immersion, or immersion) and to specify: 1) the grade level(s) taught (to be sure that only teachers in grades K-4 responded), 2) the average number of minutes per week of foreign language instruction, and 3) the number of weeks per year that students received instruction.

Although the response from K-4 teachers was not large (25 respondents), valuable information was gathered that can inform the Standards Task Force as they make final revisions to the standards document. The respondents represented FLEX (8), FLES (12), and partial immersion (5) programs.

The 25 teachers' ratings for each program model and for all program models grouped together were examined in the following ways:

a) the percentage of respondents marking each of the possible ratings (1-5) on each of the 22 benchmarks was calculated;

b) the mean (average) of all of the ratings for each benchmark was calculated; and

c) the variance (a value related to the spread of ratings across the possible ratings of 1-5) was calculated for each benchmark.

In considering the results, it is important to note that the teachers' ratings were found to range from 1 to 5 for many of the benchmarks—even when examining the ratings for teachers of just one program type. When the variance is large, as in this case, the mean may be misleading, since the mean may hide the fact that the ratings are diverse (1-5) rather than clustered (for example, 4-5). As might be expected, when the ratings were combined across program models, the variance was found to be large for 16 out of the 22 benchmarks. The variance was still found to be large within two program models. For FLEX programs, the variance was large for 17 of the 22 benchmarks and for FLES, the variance was large for 14 of the 22 benchmarks. Unlike FLES and FLEX, for the partial immersion programs, the variance was large for only 3 of the 22 benchmarks. The ratings of the immersion teachers tended to cluster together. Because of this, we can be more confident that these mean scores give an accurate picture of the ratings of the partial immersion teachers.

Another reason for caution in interpreting these results is that, unlike items on a research questionnaire, the benchmarks are not stated narrowly and precisely. Respondents may interpret the benchmarks in varied ways. Typically, the benchmark includes descriptors that help to clarify its meaning. There is no way of knowing, however, whether teachers were responding to all descriptors provided, to several, or to just one. The following benchmark, with a variety of components, helps to illustrate this point:

Students will describe family members, friends, and people deemed important to the learners, objects present in their everyday environment, and common school and home activities. (Goal One, Standard 1.2).

Feasibility of Implementing the Benchmarks in K-4 Programs

In the combined responses from teachers of all program types (FLEX, FLES, partial immersion), the implementation of the majority of the benchmarks (64%) was rated as "feasible" (means of 4.0 - 5.0). The means of the rest of the benchmarks (36%) were somewhat lower (means of 3.0 - 4.0), indicating that respondents felt that these benchmarks "might be feasible," but that their implementation would take "major changes in teaching methodologies, training, and/or program administration." Across program types, no benchmark received a mean lower than 3.0, although individual respondents marked some benchmarks with these scores. These data indicate that the benchmarks are considered by most respondents to be developmentally appropriate for the K-4 level and feasible to implement.

The benchmarks were rated as feasible more frequently by partial immersion teachers (86% of the mean ratings were between 4 - 5), than either FLES (64%) or FLEX teachers (36%). Partial immersion teachers did not rate any benchmark below a mean of 3.4 ("might be feasible"). As a group, FLES teachers rated no benchmark below a mean of 2.9; FLEX teachers rated two benchmarks lower, with means

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of 2.6 and 2.5 ("not feasible with K-4 students in our program because of a lack of teacher preparation and/or program limitations"). As discussed previously, ratings of the FLEX and FLES teachers tended to spread across the range from 1 to 5 (the variance of the means was large), while the ratings of the partial immersion teachers tended to be more similar to each other (the variance of the means was smaller). These results are likely to be related to the fact that in partial immersion programs, in comparison with FLES and FLEX programs, the curriculum is more similar across programs since the grade level content curriculum is taught, the intensity of the program is greater, and the time available for instruction is extended (up to 50% of the school day). Thus, it appears that the benchmarks are more likely to be rated as feasible in programs where the curriculum is content-based, and where the program time is extended and the program intensity is great.

It is interesting to note, however, that even in FLEX programs teacher respondents believe that it is feasible for students to demonstrate approximately one third (36%) of the benchmarks (means of 4.0 - 5.0). This is in spite of the fact that in FLEX programs the focus is not on developing proficiency in the language, rather on developing an interest in foreign languages for future language study, careful listening skills, and cultural and linguistic awareness (Curtain & Pesola, 1994, p. 30).

It is also informative to examine the six benchmarks for which the variance of the means across program models is small. These are the benchmarks that respondents of all program types rank as 1) already implemented, or 2) feasible, although not currently met. It would seem logical that these benchmarks might be among those that have traditionally been taught in elementary school foreign language programs. Indeed, the following four fall into that category:

- Students will give and follow simple instructions by participating in various games or other activities with partners or groups (Goal One, Standard 1.1).
- Students will express likes and dislikes regarding various objects, categories, people, and events present in their everyday environment (Goal One, Standard 1.1).
- Students will use appropriate gestures and oral expressions for greetings, leave takings, and common or familiar classroom interactions (Goal Two, Standard 2.1).
- Students will participate in age-appropriate cultural activities such as games, songs, birthday celebrations, storytelling, dramatizations, or role playing (Goal Two, Standard 2.1).

There are, however, two of these six benchmarks that refer to content-based or content-related teaching—an approach only recently discussed in non-immersion elementary school foreign language education. The fact that these benchmarks were scored as feasible across program models is surprising, and may indicate growing acceptance of this approach in elementary school foreign language curricula in all program types:

- Students will participate in an activity in the foreign language class based on a particular concept from one of their other classes (Goal Three, Standard 3.2).
- Students will learn vocabulary or concepts related to a topic being studied in another class (e.g., geographical place names, parts of the body, basic mathematical manipulations) (Goal Three, Standard 3.2).

The mean across program models for the first of the two benchmarks listed above is 4.5, and the mean for the second is 4.7. No teacher from any program model scored either benchmark as 1; only one person scored the second benchmark as 2. All other rankings for both benchmarks were between 3 and 5. The greatest number of rankings for both benchmarks was 5, which specifies, "our program already meets this benchmark." These responses indicate that elementary school foreign language teachers respondents, across program models, are providing their students with opportunities to further their knowledge of other disciplines in the foreign language classroom. As one FLEX teacher noted, "our program is FLEX simply due to the time constraints. However, we use content-enriched instruction and as much second language as possible."

Considerations for Revisions in the K-4 Benchmarks

In this section, suggestions are offered to the Standards Task Force for consideration when revising the K-4 benchmarks. Two types of suggestions are included:

a) Proposed Changes in Wording. At the NNELL networking session held at the recent joint meeting of the Central States Conference on the Teaching of Foreign Languages, Pacific Northwest Council on Foreign Languages, and Southwest Conference on Language Teaching in Denver, Colorado, one of the NNELL discussion groups reviewed preliminary results from this questionnaire and proposed changes in the wording of several benchmarks.

b) Additional Changes. Respondents were invited to comment on each benchmark and to include additional comments at the end of the questionnaire. These comments, together with the survey results, are helpful in gaining insight into how the existing benchmarks might be further revised and refined.

Proposed Changes in Wording

1. Several respondents noted that the term "patterns" was unclear in the following benchmark:

> Students will identify patterns of behavior or interactions in various settings, such as school, family, and the immediate community (Goal Two, Standard 2.1).

NNELL proposes rewording the benchmark to replace "patterns of" with "characteristic."

2. The use of the term "respond" in the following benchmark was unclear to some teachers. One teacher was unsure to what the students would be responding. Another teacher clarified that the emphasis for her students is on performing plays rather than responding to them. Yet another teacher asked, "how does one measure 'respond'?"

> Students will respond to a dramatization of a target language text (e.g., fairy tale) (Goal Three, Standard 3.1).

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NNELL proposes that the phrase, "respond to a dramatization of a target language text" be replaced with, "demonstrate comprehension of children's literature in the language."

3. Several respondents expressed difficulty understanding the following benchmark. One said that she did not "see the connection." In addition, one respondent noted that this particular benchmark, unlike the other two related to Standard 4.2, did not include the concept of comparing and contrasting information.

> Students will identify expressive and utilitarian forms evident in their local culture (e.g., signs, symbols, advertisements, packages, murals, songs, rhymes, etc.) (Goal Four, Standard 4.2).

NNELL proposes eliminating the terms, "expressive and utilitarian forms," and instead using, "authentic cultural artifacts." Also, "their local culture" should be changed to "in their own and the target culture." The list of examples in parentheses should be kept, but not all of the terms, are clear, for example, "packages" and "murals." Each example should be expressed as clearly as possible.

Additional Changes

1. Three respondents included comments that indicated that they did not understand that the K-4 benchmarks are designed for achievement at the completion of grade four. They expressed the opinion that in their program models, some benchmarks were not appropriate for the lower grades. Although the Standards Committee has stated that benchmarks are, "generic examples of what students can do to demonstrate that they have met the standard at the end of the grade cluster" (National Foreign Language Standards, November 1994, p. v), it will be important to emphasize this point in the final document.

2. While no benchmark received a mean of less than 2.0 across program models, one benchmark did receive the lowest ranking of all benchmarks by respondents of every program model. The means by program model are: partial immersion - 3.4, FLES - 3.2, FLEX - 2.5.

> Students will interact with members of the community who are involved in social service professions to hear how these community representatives use the target language on a daily basis. The students ask questions to further their understanding of how the target language is used to assist other members of the community" (Goal Five, Standard 5.1).

One respondent expressed the concern that this benchmark would be difficult to achieve in some regions of the country. Certainly in areas where representatives of the target culture do not live, this benchmark could not be achieved through face-to-face interactions.

3. One respondent proposed that the term "story" be replaced with "written source" in the two references to it in the following benchmark:

> Students will use information from a story being studied in the target language and connect elements (e.g., color, symbolism, geographical setting, genre characteristics) from the story to other school subjects (Goal Three, Standard 3.2).

4. Both a partial-immersion teacher and a FLES teacher questioned whether goal four (develop insight into own language and culture) was designed to be completed in the target language or in English. In the discussion of this goal in the standards document (National Foreign Language Standards, November 1994 draft, p. 33) this point is not clarified, yet the two "Sample Learning Scenarios" included on pages 33 and 34, seem to imply that this goal would be met in English. The question raised is an important one that should be clarified by the Standards Committee.

Conclusions

While input from the profession has been sought and received throughout the process of standards development, this close reading of the benchmark tasks by K-4 teachers has resulted in specific suggestions for the Standards Task Force to consider as they make the final revisions in this historic document. Certainly, teachers are the ones who can best determine whether a benchmark is clearly stated and whether it is appropriate to their students' developmental level. It is the teachers who can best judge the feasibility of implementing the standards. Their input is invaluable.

As much as the standards benefit from teacher input, the teachers benefit from the establishment of the standards. Several respondents noted they were aware of limitations in their own programs that inhibited their students from successfully completing the benchmark tasks. Several explained that they and/or their schools were working at improving their programs. As one teacher stated, "an awareness of the need for change is our first step and a very important one." The standards challenge all of us: students, teachers, program designers, curriculum developers, and methods professors. As stated by the Standards Task Force:

Working together we can implement programs that will enable tomorrow's learners to:

- communicate in languages other than English
- gain knowledge of target cultures
- acquire information and make connections with other disciplines
- gain insights into their own language and culture, and
- participate in multilingual communities and a global society (National Foreign Language Standards, November, 1994, p. 9).

Note: This study was carried out for NNELL, and is reported here, by Marcia Rosenbusch. We would like to express our appreciation for those who took the time to respond to the questionnaire. For further information about National Standards, see articles in the following issues of *FLES News*:

Volume 7 (3), insert - K-12 Student Standards Framework;

Volume 7 (2) page 7 - NNELL Statement to the Student Standards K-12 Task Force;

Volume 7 (1) page 3 - Memo to: NNELL Readership, From: June Phillips, Project Director, K-12 Foreign Language Standards; Draft Statement of Underlying Principles; Input Requested on National K-12 Student Standards; page 8—Cape Cod Currents: Project 2017 and Student Standards;

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Volume 6 (2) pages 7-9—Standards Proposed for Foreign Language Education.

References

Curtain, H. & Pesola, C. A. (1994). *Languages and children: Making the match.* While Plains, NY: Longman.

American Council on the Teaching of Foreign Languages. (November 1, 1994). *National standards in foreign language education.* Yonkers, NY: Author. (National Standards in Foreign Language Education is a collaborative project of the American Council on the Teaching of Foreign Languages (ACTFL), the American Association of Teachers of French (AATF), the American Association of Teachers of German (AATG), and the American Association of Teachers of Spanish and Portuguese (AATSP).

Update on NNELL State Representatives

Northeast

Committee Member

Loraine Shand Vermont

Announcing K-8 Foreign Language Assessment Bibliography

The National K-12 Foreign Language Resource Center at Iowa State University and the Center for Applied Linguistics are pleased to announce that an annotated bibliography of K-8 assessment materials, techniques, and resources will be available shortly from the ERIC Clearinghouse on Languages and Linguistics. To request an order form, please contact: Lynn E. Thompson, Assessment Initiative, Center for Applied Linguistics, 1118 22nd Street NW, Washington, DC 20037 (202-429-9292). Contributors do not need to order a copy—they will receive a complimentary copy.

Feyten Receives Outstanding Teacher Award

Carine Feyten received the 1995 Outstanding Foreign Language Teaching Award from the Southern Conference on Language Teaching (SCOLT). Carine Feyten holds B.A. and M.A. degrees in Germanic Philology from the University of Louvain, Belgium, where she lived most of her life. She received her Ph.D. in Interdisciplinary Education with an emphasis on Second Language Acquisition from the University of South Florida. Carine coordinates all teacher education programs for the department of secondary education and directs the foreign language teacher preparation program at the University of South Florida. She is the project director of the Suncoast Academic Alliance which she founded in 1989 and was president of the Florida Foreign Language Association for 1992-93. Carine is also the National Network for Early Language Learning representative for the SCOLT region. Her background is in applied linguistics and second language acquisition, and her research interests lie in the areas of listening, language learning/teaching methodologies, elementary school foreign languages, and cross-cultural communication issues. Carine is an active member of NNELL, ACTFL, FFLA, ILA, AAAL, and numerous other professional organizations, including SCOLT. She has published extensively in journals such as the *Modern Language Journal, Hispania, Middle School Journal,* and *Language Quarterly*. She is presently developing a new Ph.D. program jointly with the College of Arts and Sciences to focus on Second Language Acquisition and Instructional Technology. In her spare time, she has become an avid cyberspace surfer.

Two Contributing Editor Positions Open: German Resources and Technology

A search is now open for contributing editors for Technology and for German Resources. Contributing editor appointments are made annually by the editor and are competitive positions. The responsibilities of the technology editor are:

- Solicit, select, and submit articles and reviews of materials on technology for the K-8 classroom;
- Verify that text is in the specified publication format and is typed and double-spaced;
- Submit complete and accurate information that is checked for spelling and clarity;
- Meet the deadline specified by the editor for submission of information.

The responsibilities for the German resources editor are:

- Submit a total of nine reviews per year, three for each issue;
- Follow the established format;
- Carefully check the accuracy and completeness of the information.

To apply for these positions, submit the following to the editor by June 10, 1995:

1. A resume including your name, home address and telephone; your title, school address, and telephone; your professional training, work experience, and experience with technology (for technology editor).
2. State the position for which you are applying.
3. Write a paragraph explaining why you are interested in this contributing editor position.
4. Define a plan for possible topics to be addressed and a plan for obtaining articles and materials for review.

Factors affecting the selection of contributing editors include: quality of the application and, where possible, geographic representation. The new contributing editor will assume the position for the fall issue of 1995. Send applications to Marcia H. Rosenbusch, Editor, *FLES News*, Department of Foreign Languages and Literatures, Iowa State University, Ames, IA 50011 (515-294-6699; Fax: 515-294-2776 or 9914; e-mail: mrosenbu@iastate.edu).

Membership Form (1995–1996)

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Please enroll me as a member of the National Network for Early Language Learning and send me a one-year subscription to *Learning Languages: The Journal of the National Network for Early Language Learning*. I am enclosing my check for $15.00. Overseas rate is $20.00. (Make checks payable to NNELL.)

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Mail check (no purchase orders accepted) and this order form to:
Nancy Rhodes, Executive Secretary, National Network for Early Language Learning, Center for Applied Linguistics, 1118 22nd St. NW, Washington, DC 20037

National Research Center Reports Announced

Several of the latest publications from the National Center for Research on Cultural Diversity and Second Language Learning (NCRCDSLL) will be of interest to early language teachers. NCRCDSLL engages in research that is aimed at improving the education of language minority children and promoting multicultural understanding and appreciation. Some project themes include content area instruction, two-way bilingual education, and alternative assessment.

Educational Practice Report #11, Integrating Language and Content: Lessons from Immersion, by Fred Genesee, uses evaluation results of several types of second language immersion programs in Canada to make recommendations for the implementation of second language programs in the U.S. that integrate language and content objectives.

Educational Practice Report #12, Two-Way Bilingual Education: Students Learning Through Two Languages, by Donna Christian, outlines the goals and rationale of two-way bilingual programs by discussing their criteria for success and the variation that exists within programs due to local conditions, demographics, and/or community attitudes.

Research Report #7, Two-Way Bilingual Education: A Progress Report on the Amigos Program, by Mary Cazabon, Wallace E. Lambert, and Goeff Hall, gives a local view of two-way bilingual education in progress through an analysis of a program in the Cambridge (MA) Public Schools. The report compares native Spanish speakers with native English speakers in the program and discusses each group's academic and social success.

Research Report #9, Teachers' Beliefs About Reading Assessment with Latino Language Minority Students, by Robert Rueda and Erminda García, analyzes interviews, written surveys, and observations to demonstrate how teachers' beliefs about reading, assessment, and bilingualism vary according to professional training and affiliation and how these beliefs correspond with classroom practices.

Research Report #11, Students' View of the Amigos Program, by Wallace E. Lambert and Mary Cazabon, examines the effectiveness of the Amigos program by analyzing student responses to questions addressing their satisfaction with the program and their own self-perception. Positive feedback from the students, strong parental support, clear academic achievement, and promising test scores indicate the program's success.

The Directory of Two-Way Bilingual Programs in the United States, 1991-92, by Donna Christian and Cindy Mahrer, compiles detailed profiles of 76 two-way bilingual education programs in more than 120 schools from 13 states. These programs provide instruction in English and another target language to classes with students fluent in the target non-English language and students fluent in English. The Supplement of Two-Way Bilingual Programs in the United States, 1992-93, by Donna Christian and Cindy Mahrer, and the Supplement of Two-Way Bilingual Programs in the United States, 1993-94, by Donna Christian and Chris Montone, include profiles of additional two-way bilingual programs. In sum, these publications profile a total of 176 schools with this type of program.

To purchase any of these publications ($4.00 per report, $15.00 per directory, and $8.00 per supplement, prepaid by check or purchase order), learn about other reports, or join the mailing list, please contact the Center for Applied Linguistics/NCRCDSLL, 1118 22nd St. NW, Washington, DC 20037 (202-429-9292).

NEH Fellowships Awarded

The National Endowment for the Humanities Fellowship Program for Foreign Language Teachers K-12 has announced the recipients of the 1995 summer fellowships. Among the 60 recipients are 13 elementary school teachers whose addresses and project topics are listed below. You may contact fellowship recipients for more information about their projects or about participation in the NEH Fellowship Program. Congratulations recipients!

Huel-Chi Connally, Academy of World Language, 2030 Fairfax Avenue, Cincinnati, OH 45207 (518-872-7300). *Chinese Folk Art and Its History*. China.

David S. Downs-Reid, Robbinsdale Language Immersion School, 3730 Toledo Avenue North, Robbinsdale, MN 55422 (612-521-6927). *Mayan Life Along La Ruta Maya*. Mexico, Central America.

Timothy J. Easley, Spring Creek Elementary, 72961 Highway 1061, Kentwood, LA 70444 (504-229-8363). *Culture of Quebec Through Children's Literature*. Quebec.

Juliette F. Eastwick, The Bryn Mawr School, 109 W. Melrose Avenue, Baltimore, MD 21210 (410-323-8800). *Rhythms of Song and Play in France for Grades K-5*. France.

Marilyn G. Garcia, Buena Vista Alternative, 2641 25th Street, San Francisco, CA 94110 (415-695-5875). *Cultural Transmission of Mathematical Thinking in Spain*. Spain.

Susan O. Helley, St. Joseph School, College & Chestnut Street, Conway, AR 72032 (501-329-5741). *Bolivian Games and Stories*. Bolivia.

Melissa A. Lonneman, Grahamwood Elementary, 3950 Summer Avenue, Memphis, TN 38122 (901-325-5952). *French Children's Literature*. France.

Sharon E. Park, Denker Avenue School, 1620 West 162nd Street, Gardena, CA 90247 (310-327-9420). *Aspects of Korean Traditional Culture*. Korea.

Philip Pasmanick, Buena Vista Alternative, 2641 25th Street, San Francisco, CA 94110 (415-695-5875). *The Cultural Evolution of Folk Verse in Cuba and Spain*. Cuba, Spain.

Marcia J. Pastorek, Trinity Episcopal School, 1315 Jackson Avenue, New Orleans, LA 70130 (504-525-8661). *Folk Tales and Legends of Quebec*. Canada.

Jean R. Rinco, Hunter Elementary School, 71 East 94 Street, New York, NY 10128 (212-860-1292). *Spanish Through the Art of Flamenco for Grades K-6*. Spain.

Marie-Pierre G. Wolf, Fox Hollow French Immersion, 5055 Mahalo Drive, Eugene, OR 97405 (503-344-7535). *Literature and Culture for French Immersion Programs*. France.

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NEH Fellowships Awarded *from page 15*

Feng Ye, Waialae Elementary School, 1945 19th Avenue, Honolulu, HI 96816 (808-733-4880). *Elementary Chinese Through Songs and Dances*. China.

It is not too early to begin planning your project for the 1996 summer fellowships. Applications are due October 31, 1995. For information and an application form contact: Naima Gherbi, Program Director, NEH Fellowship Program for Foreign Language Teachers K-12, Connecticut College, 270 Mohegan Avenue, New London, CT 06320. (203-439-2282; Fax: 203-439-5341).

Notice to Members:

Beginning in the fall of 1995, this newsletter, *FLES News*, will become *Learning Languages: The Journal of the National Network for Early Language Learning*. The new journal promises to be as practical and informative as *FLES News*, but will also include a refereed section to encourage university professors to publish in the field of early language instruction. We look forward to your continued interest in our publication!

Marcia H. Rosenbusch, Editor
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